

SPECIAL EDUCATIONAL NEEDS
INFORMATION REPORT
2023/2024

St John's C.E. Primary
School



Vision:

*High standards through a caring
community*

Our School

At St John's we believe in being truly inclusive, and ensuring that every child can thrive. As a church school, we celebrate the importance of faith and the idea of 'Love Thy Neighbour' informs everything we do.

We have identified the following five values core to our whole school philosophy. These are:

- Core Standards
- Life Skills
- Christian Values
- Wider Opportunities
- Community

We want all children who attend St John's to feel supported, and to have the greatest opportunities to succeed within all these values. To ensure this, all of our children receive Quality First Teaching, and we use a 'graduated approach' to need, as outlined in Stockport's Entitlement Framework. For more information on the Entitlement Framework, please visit <https://www.stockport.gov.uk/documents/stockport-entitlement-framework>

Teaching Children with SEND at St John's

Quality first teaching

- High quality teaching, differentiated for individual pupils, is universal for all of our children at St John's. The vast majority of our children's needs can be responded to effectively within the classroom, by the class team, using teaching strategies and practices that include and support all of our learners. High quality, adaptive teaching is the first response to any additional needs that may arise within a class.. In very rare situations, teachers may need to take further, more bespoke measures to ensure that a child can access the curriculum.
- The school allocates each class a teaching assistant. This enables us to adapt practice to more specific need and to support specific groups.
- We regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' knowledge of strategies to support children with SEND. Progress and attainment of all children is continually reviewed through regular pupil progress meetings and classroom monitoring.
- If concerns begin to arise about a child, the teacher will first look carefully at matters such as classroom organisation, teaching materials, teaching style, and differentiation to decide if these practices can be developed to enable a child to learn more effectively.
- If, despite receiving this highly supportive Quality First Teaching, pupils continue to make little or no progress or present persistent emotional/behavioural difficulties, then it may be decided that a child requires further support. The class teacher, SENDCo and parents may then agree to increase the support to match the child's need. If concerns continue to be expressed about the child's learning, it may be necessary to further consider how we support the child and ask for the support of an agency (see SEND Support). In deciding whether to make special educational provision, the teacher and SENDCo will consider all information gathered from within school about the pupil's progress, alongside national data and expectations of progress.

SEND Support

- Where it is determined that a pupil does have a special educational need which requires support, which is additional and different to what is available to all children in our school within Quality First Teaching practices, parents are formally advised of this and the child (with parents' agreement) will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school to

ensure that effective provision is put in place to remove barriers to learning. This may involve drawing on more specialised advice, support or assessments from external agencies or professions. The support provided consists of a fourpart process:

- **Assess**
- **Plan**
- **Do**
- **Review**
- This is an on-going cycle to establish the provision a child may need, and enables provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.
- The Code of Practice states that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Managing pupils needs on the SEND register

At St. John's, we have embedded best practice to support our children through a Graduated Response to need, which is: Universal, Targeted and Individualised.

- Universal support involves Quality First Teaching, and encompasses a huge array of strategies to help support children in all the ways that they learn, at different levels of attainment, and varying degrees of need. Within the Universal provision lies a huge range of support that is used, daily, by our expert team.
- Targeted support is for those children for whom strategies within the Universal provision have not worked to ensure their progression. These children may need a particular intervention to help them thrive. This is closely assessed and monitored by the classroom teacher and a SEND Support Plan will be put in place.
- Individualised support is for those children who need greater adaptation or specific adaptation. Children at this stage have increasingly more significant needs which are being addressed often with the support of outside agencies such as Stockport's Inclusion Team, The Autism Team, CAMHS, an Educational Psychologist, the Sensory Support Service, or through Speech and

- Language Therapy. Support will be designed and monitored using an SEND Support Plan, and in a small number of cases children receiving this level of support may require an Education Health and Care Plan which is created by the Local Authority.
- Individual Provision Maps are used where appropriate for children with significant need.

Training and Resources

The school deploys Teaching Assistants to each class. They are used in a variety of ways to meet the needs of SEND children within school. This support is allocated according to need and changes according to changing needs for children. Examples of how it can be used might be as follows: supporting pupils with SEND in groups and on an individual basis; helping children access Literacy and Numeracy lessons; delivering pastoral support through Social Stories interventions; delivering Speech and Language Therapy as advised by the SALT team; and carrying out a range of therapy programmes. Our SENDCo receives regular non-contact time to allow her to effectively carry out her role, to receive regular training, and to meet with parents.

Having a particular diagnosis will not automatically define what support is needed. Support is not attached to a child because they have a diagnosis; support is allocated depending on how the support will benefit the child, the extent of that the child's need, and how a child's need presents in different situations.

We keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends half termly SENDCo Network meetings, local SENDCo cluster meetings, targeted training events to support specific areas of need, and is currently undertaking the NASENCo award, in order to keep up to date with local and national best practice in SEND.

In order to help our community to understand how SEND provision works in practice at St John's, we have put together the following Frequently Asked Questions.

Q. How are children identified as needing extra help, and what should I do if I think my child has Special Educational Needs?

A. At St Johns we use a Graduated Response to need. We use the 'assess, plan' do' review' model to make sure that we reflect on all of our children's progress and needs, and adapt our teaching accordingly. All children have access to the 'Universal Provision'; this means that every child in our school will have access to interventions, adapted teaching, adaptations to the curriculum, pre-teaching, over-learning, and use of different teaching techniques to support their progress. In the vast majority of cases, where a child needs extra support, it will be provided by the class teacher using Quality First Teaching within this 'Universal Provision'.

If a child does not make progress despite access to the wealth of teaching practices and strategies within the 'Universal Provision' over two or more cycles of 'Assess, Plan, Do, Review', it may be time to consider whether there are any more significant barriers to the child's learning, which require a more targeted plan to be put into place. At this point, we will work with the child's family, and any agencies involved with the child (such as Speech and Language Services, Sensory Support Services, etc) to create a SEND Support Plan for the child, and they will be placed on our SEND Register.

If you believe your child has Special Educational Needs, talk to us. Your first point of contact should be your child's class teacher. Following this meeting, it may be necessary to arrange a follow-up meeting with Mrs Mylrea to discuss specific SEND matters. We will work in partnership with you to explore the best way to ensure that your child receives the most beneficial support.

Q. Is all SEN the same?

A child or young person has Special Educational Needs if they have a learning difficulty or disability, which calls for special educational provision which is additional to and different from what is available to all children within the Universal Provision. These learning difficulties or disabilities might mean that the child encounters:

- significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

There are 4 broad categories of SEN

1. Communication and interaction

Children with speech, language and communication needs and children with Autistic Spectrum Disorders (ASD), language dysfluency, selective mutism will often be within this category of need.

2. Cognition and learning

Specific learning difficulties, including Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties, significant learning difficulties or global learning delay will be captured within this category.

3. Social, emotional and mental health

Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, and Attachment Disorder usually present within this category. Children struggling with other emotional difficulties such as trauma, mental health difficulties, self-harming behaviour, anxiety, and mutism will also be within this category.

4. Physical and sensory

This category of need will include children who are hearing impaired, visually impaired, have motor difficulties or some other physical impairment that affects their learning.

It is possible to have a disability and not have SEN. The educational need is assessed on the basis of whether the disability is a barrier to a child's learning.

Q. How is a child's specific Special Educational Need identified?

Children with Special Educational Needs at St John's are identified through one of the following routes, all of which are part of the overall approach to monitoring progress of pupils (see also the Special Educational Needs and Disability Policy):

- At the start of each year teachers read information passed on from previous teachers' records and they are asked to create a priority of need overview for their class to help consider the needs of children within the class
- Throughout the year class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 1. Is significantly below the expected levels of their peers starting from the same baseline
 2. Fails to match or better the child's previous rate of progress
 3. Fails to close the attainment gap between the child and their peers.
- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making as much progress as their peers in spite of Quality First Teaching they are discussed with the Special Educational Needs and Disability Co-ordinator (SENDCo) and a plan of action is agreed.
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some targeted intervention within our robust Universal Provision. Otherwise, the child is placed at Targeted Support and we write Special Educational Needs Support Plan and the child is placed on our SEND register. In a very small number of cases, where Targeted Support is not enough to address a significant barrier to learning, a child may need Individualised Support involving specialist agencies and a Local Authority approved Education Health and Care Plan ('EHCP').

The following factors are not Special Educational Needs (SEN) but may impact on progress and attainment

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings under the current Disability Equality legislation, but these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- English Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Q. How is a SEND Support Plan made?

When it is decided between parents and teachers that a child needs to have a SEND Support Plan, thorough assessment is used to decide, in co-production with families, what needs to be included in the Support Plan.

Teachers use their own assessment and experience of working with the pupil, as well as details of previous progress and attainment, comparisons with peers and national data, and the views and experience of parents and the child, to put forward a plan. Where relevant, advice from external support services may be needed. Parental concerns are always taken very seriously, and are closely compared with the school's information and assessment data on pupil progress.

The SEND Support Plan will include an assessment of the child's need, strategies to help them thrive, smart targets that can be a measure of progress and, importantly, aspirations for the child's future at St John's and beyond. We want to work with you to help your child achieve everything that you, and they, aspire to whether that is in or beyond the classroom.

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Q. How will my child's needs be reviewed?

At the start of each term class teachers record the needs of **all** children in their class, using the priority of need assessment which outlines, in a bespoke manner, what strategies and practices they should use with the children in their class to make sure that every child can thrive within

the Universal Provision. This enables the class teacher to identify and plan for their class (as a group, and as individuals). This also allows our SENDCo opportunity to assess where greater resources and training are required.

If a child has an SEND Support Plan, their plan will be reviewed in a meeting between the Class Teacher, parents, and (where appropriate) the child, three times a year. During this review meeting the class teacher and parents will work together to reflect on the child's changing or emerging needs, and will agree any changes to the plan.

Q. Who will be responsible for teaching my child if they have a Special Educational Need?

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be overseen and co-ordinated by the SENDCO.

Q. My child has an EHCP. Will this need to be reviewed?

If your child has an EHCP, they will, in nearly all cases, also have a SEND Support Plan. You will be invited to meet with your child's Class Teacher three times a year to discuss the SEND Support Plan. You will also have an EHCP Review on or around the anniversary of your child's EHCP, to which we will also invite any agencies involved with your child. During the EHCP Review we will address each of the areas of need in the EHCP and the provision in the plan to make sure that it is still relevant, and that it reflects your child's changing and developing needs.

Q. How will my child be supported during times of transition?

On entry to school, pupils with Special Educational Needs will not be disadvantaged in their applications and will be considered as part of the normal admission procedures. The Local Authority (LA) will consider the most appropriate placement for pupils with statements of Special Educational Need. The LA also administers the allocation of nursery and reception places. The school is accessible for pupils and adults in wheelchairs and there are three disabled toilets, a shower room and a medical inspection room with changing facility. A range of equipment is available to support pupils with physical needs, and visual timetables and social stories are used to support pupils with communication

difficulties. Prior to entering the Early Years Foundation Stage additional meetings and visits may be organised to their previous setting. Where a child is working with Stockport's Inclusion Team a meeting prior to the child attending the school will be set up between parents, the previous setting, the SENDCo at St Johns and the new class teacher.

When a child at St John's moves to the next class, all SEND information will be passed to the next teacher and a discussion will take place between staff to make sure that all knowledge about the child is effectively passed on. For those who need extra support during times of transition, measures will be put in place to help the child adapt to their new classroom and class team.

When a child leaves St John's to attend another setting, SEND information will be sent to their receiving school within fifteen days of transfer, along with all other relevant information.

We understand that there can be a lot of anxiety when our Year 6 children get ready to leave for high school, particularly where there is a SEND need, or suspected SEND. At St John's we take steps to meet with the SEND team at the child's new school to discuss thoroughly the provision that the child may need and what has worked well for the child in the past. Additional support will be given to children with SEND in order to get them as ready as possible for the changes ahead. For pupils with an EHCP, a Transfer Review must be set in Year 5, during the summer term prior to transfer to High School. If there is an Educational Psychologist or other professional involved with the child, they will be invited to the review along with representatives of any likely receiving school. At the EHCP review in Year 5, discussion should take place about possible school choices and parents will be encouraged to visit schools prior to the Transfer Review. It may be appropriate to carry out a formal transfer review for a pupil on increasing SEND support so that arrangements can be made to secure a successful transfer.

Q. Will my child with SEND be included in all school Activities?

All children are actively encouraged to participate in all school activities, including wider opportunities beyond the classroom. This may mean that consideration and adaptations are needed to allow access for children to participate fully. We take into account the advice of specialists and the health and safety of each child while encouraging their participation. When external providers are used the provider will need to consider the needs of the class and therefore this will need passing on by class teacher.

Q. How do SLT and Governors evaluate the effectiveness of the provision made for children with SEND at St John's

St John's regularly and carefully monitors and evaluates the quality of provision offered to all pupils, through parent questionnaires, parent's evenings etc., pupil voice, staff responses.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through annual and tri annual review meetings, discussions and progress meetings, some of which we currently hold remotely. Evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils. Where issues or gaps are identified, training or resources are sought to address this wherever possible.

Q. How is my child's Emotional and Social Development nurtured at St John's?

The mission statement of St John's, 'High standards through a caring community' is reflected through relationships across the whole community. A strong caring Christian ethos is evident through all aspects of the school day and beyond. We have many integrated aspects of our daily practice, which provide the structure to support this, such as daily assemblies and a strong Personal Health Social and Citizenship Education curriculum adapted from the authority. We also hold at least weekly Circle Time sessions where the children are encouraged to discuss worries be they individual or social At St John's we celebrate all of our children's achievements, and our families are actively encouraged to share these with us to be celebrated during our Family Assemblies. We use Restorative Approaches to support our children who have fallen out, are finding friendships difficult, or are having difficulty managing an aspect of their school life. We provide a wealth of extra-curricular and enrichment opportunities for our children which are not only designed to help support our children's academic, musical and sporting interests, but as a huge boost to their mental wellbeing and self-esteem.

The school has an approach to understanding bullying and then a strategy to improving this through the acronym S.T.O.P.. The acronym means Several Times On Purpose to provide a shared understanding of bullying and Start Telling Other People to help children manage any bullying they may come across. Teachers and children use these methods all the time and an anti-bullying message is taught throughout the year. In addition once a year the school holds an anti-bullying week during which these messages are further explored. We also impress on the children the need to be safe on the internet and hold an internet safety day where cyber bullying is explored. We then use this during our work throughout the year (see the school's Behaviour and Bullying Policies)

Q. How are health services, social care, the Local Authority and other organisations involved in providing support to children at St John's?

The involvement of health, social care, the local authority and other organisations is determined by the school and children's needs. When children first come to St Johns the headteacher or deputy will meet with parents and discuss the child's needs and where necessary discuss this with the SENDCo. For children starting in the early years foundation stage, visits and meetings are held prior to the start of the year with parents and previous educators and children and parents are invited into school. The SENDCo discusses the new intake and begins to organise provision according to need. The authority's portage service may be involved at this initial point. The school holds termly progress meetings following assessment weeks, which allow us to discuss the academic performance of all children. These can identify and trigger a referral to a particular agency. In addition to this, the school keeps a database of vulnerable children who are discussed at the start of each year. This database guides the agenda for half-termly 'Team around the School' meetings where we discuss specific children or need around our cohort. It is attended by a social worker, an attendance officer, the school based worker and representatives of the school. From these meetings individual pieces of work are carried out to support children and families. On occasions, these are referred on to other services for further input. Finally, parents and teachers with concerns will sometimes meet with the Headteacher or SENDCo to discuss a particular child in more detail and following these discussions we may refer on to other services. We review the provision for all children at least termly and where needs are greater, for example where a child is involved in the Team around the Child process or if we have a looked after child or a child in need, dependent on the need we will meet more regularly.

For more information see the Authority Local Offer. Accessed via <https://stockport.fsd.org.uk/kb5/stockport/fsd/localoffer.page>

Q. I want to find out more. Who should I contact?

Emma Mylrea is responsible for co-ordinating provision for children with SEND at St John's. If you would like to make an appointment to speak with Mrs Mylrea, please contact the school office where they will help you to arrange a meeting.

The Governor responsible for SEND is Mr Peter Smith. He is contactable care of the school on 0161 442 7424 or via gov.peter.smith@st-johns.stockport.sch.uk.

We currently receive support from Stockport Inclusion Service through Lisa Johnson Lake, our designated Inclusion Teacher. Educational Psychology services are currently paused in Stockport and until this is lifted we do not have an Educational Psychologist affiliated with our school. We receive Speech and Language support through the Local Authority, but many of our children will also have support through the NHS via their GP. Stockport Local Authority does not screen for dyslexia and if you have a particular concern regarding dyslexia please make an appointment to speak with your child's class teacher or Mrs Mylrea. Other services may be involved with our child (such as occupational therapy, audiology, sensory support service) through your GP, via a school referral or privately.

If you are worried about something involving your child's SEND provision at St John's, your first port-of-call should always be a face-to-face meeting with your child's class teacher. If from this discussion a satisfactory outcome has not been reached, then the next step is to speak to the SENDCo. If this does not reach a satisfactory outcome, then the complainant should speak to the Headteacher. The school has a formal complaints policy, which the complainant is welcome to read to help support them in any complaint.

This report complies with the revised 0-25 SEND Code of Practice 2014, set out on page 93 (para 6.74) the Special Educational Needs and Disability (SEND) Regulations 2014 and the Children and Families Act 2014 and the statutory guidance on Keeping Children Safe in Education 2018. It was written by the Special Educational Needs Co-ordinator (SENDCo) in consultation with the school's Inclusion Governor, the school's Senior Leadership Team and a team of parents of children at the school who have Special Educational Needs (SEN).