



## SEN INFORMATION REPORT 2023

Reviewed and updated: September 2023

Next Review: September 2024

*At St John's Primary Academy we aim to support all children to enable them to achieve their best at school. In order to do this, many steps are taken to support them on their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.*

### 1. What should I do if I think my child has special educational needs?

- The class teacher is the initial point of contact for responding to all parental concerns.
- For specific SEN+D queries then contact the SENCo Mrs Holt through the school office.

*"When I knew my son was struggling, I was fully informed of the process and his needs."*

### 2. How will the school respond to my concern?

- The class teacher will arrange an informal meeting or phone call at a convenient time to discuss your concern, with a follow up meeting if necessary.

### 3. How will the school decide if my child needs extra support?

The primary areas of SEN+D as identified in the SEN+D code of practice are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical development**

**When children are not making expected progress in line with their peers, class teachers will plan appropriate intervention and support, and the child's progress will be carefully monitored. If a child continues to need provision that is additional to, or different from, that of their peers in order to make progress then they will be identified as having Special Educational Needs**

- **Cognition or Learning** as identified on the school's tracking system. The school's tracking system monitors children's progress regularly throughout the year and highlights children who are not making expected progress. We also use a range of other assessments to evaluate the impact of specific interventions or help identify specific barriers.
- **Social, Emotional and Mental Health** difficulties. This may be identified using the Emotional Literacy questionnaires, tool, Autism Education Trust Progression Framework, or through advice from outside agencies e.g. Paediatrician, Healthy Minds, Behaviour Outreach Support Service or Working Together Team
- **Communication and Interaction** difficulties which affecting their educational progress. This may be identified using the First call assessment, or through the Speech and Language Therapists (SALT).
- **Physical and/or sensory developmental needs**. In this case we would follow advice from parents and outside agencies regarding support needed. The class teacher, SENCo and, if appropriate, outside agencies

will work together with the parents and child to identify the child's need. Where children are displaying possible sensory needs, the school work together with the family to complete a sensory profile.

#### 4. What will the school do to support my child?

- **Assess**. The needs of children and next steps will be identified.
- **Plan** The class teacher will arrange a meeting with parents and the SENCo to discuss next steps and produce an additional needs plan with targets and proposed outcomes to suit the pupil's individual needs in order for them to make progress. With permission from parents, a child will then be placed on the Additional Needs register whilst he/she fulfils the criteria.
- **Do** Provision will vary according to need and may include additional classroom support by the teacher, teaching assistant or the SENCo, or support in the Nurture room.
- **Review** Additional needs plans are reviewed a minimum of 3 times a year to monitor the effectiveness of the intervention and review progress, before setting new targets. If circumstances change and you have immediate concerns regarding your child's additional needs provision, please contact the school to make a convenient appointment to discuss these with class teacher or SENCO.

Special need provision is provided in graduated stages.

- **Monitoring**
- **SEN support**
- **Education Health Care Plan**

#### Monitoring

- Where a child is not making expected progress despite planned interventions and provisions in one of the 4 areas of SEN, initial concerns may be raised with the SENCo by either their class teacher, an outside agency.
- The class teacher will make provide additional support to the child, and the impact of this will be closely monitored. The class teacher will highlight to parents at parent's interview that their child is requiring some additional support.
- If a child continues to make insufficient progress and falls within the SEN criteria, parents will be contacted to discuss escalating to SEN support stage and the child will be added onto the school's SEN register.

#### SEN support

- Initially, provision for a child will be planned for and delivered by their class teacher, year group teaching assistant and/or SENCo using a range of strategies and resources within school.
- If a child continues to make insufficient progress they may receive additional support/assessment from an outside agency following discussion with the SENCo, class teacher, parents and child.
- A child requiring a higher level of additional needs support may receive: additional teaching assistant support; intervention with, or planned for by the SENCo; increased intervention and advice sought from outside agencies.

#### Education Health Care Plan

- If a child continues to work at a level significantly below their peers and/or has a diagnosed range of severe complex needs that cannot be met within the school's resources then, with parental permission and involvement, a child may be referred for an Education Health Care Plan assessment, which if successful may result in additional funding to provide further support. A child with an **Education Health Care Plan** may have the additional support of a teaching assistant for part, or all of the day, funded by the authority.

At all stages, your child's class teacher, in consultation with the SENCo, is responsible for the planning and delivery of individual additional needs programmes.

*"I like my groups, they are fun. They help me with my work."*

#### 5. Who will support my child in school?

- The Class Teacher
- Teaching assistants

- The SENCo- Mrs Holt
- Our Nurture room teaching assistants- Mrs Coucom

Our staff receive regular training updates on supporting children with additional needs e.g. Dyslexia, Epipen use, ADHD and Social Communication Needs. All staff have regular first aid training and designated staff are trained paediatric first aiders.

## **6. Who else might be involved in supporting my child?**

For specialist advice, the school may consult with outside agencies.

- Speech and Language Therapy (SALT)
- Specialist Teaching Team (STT)
- Education Psychology Team (EP)
- The Working Together Team (Social Communication) (WTT)
- The Behaviour Outreach Support Service (BOSS)
- Sensory Education service (SEST)
- Special Schools- St Francis and St Christopher's
- Physiotherapists
- Occupational Therapists
- Children and Young Peoples nurses
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Minds
- Pupil Reintegration Team
- Physical Disability Team
- Paediatricians
- Visual Processing Clinic

## **7. What support will be there for my child's emotional and social well-being?**

- Mrs Coucom is a trained Emotional Literacy Support Assistant (ESLA). She may be asked to work with your child or provide advice on interventions that could support their needs.
- School can also refer children for counselling or access other agencies if concerns persist.
- If several agencies are needed for support outside of school, Mrs Holt who is our TAC (team around the child) co-ordinator can organise a multi-agency meeting with parents and child to ensure a cohesive approach to enable the best outcome.
- A pastoral support plan (PSP) may be used to identify targets and monitor support.
- St John's has been awarded the Caring 2 Learn Gold Award Standard and staff have received a high level of training around attachment and trauma through this scheme.
- School use the Karen Treisman trauma-informed practice books to support children with a range of issues including self-esteem, anger, nightmares and relationships.

Our Behaviour and Anti-Bullying policy which applies to all stakeholders at St John's is available on the school's website.

## **8. How will my child be involved in the process and be able to contribute their views?**

- Children are involved in target setting and reviewing their provision. They will have the opportunity to discuss their learning, needs and provision as part of each additional needs plan or EHCP review.

## **9. How will the curriculum be matched to my child's needs?**

- When a pupil has been identified as having additional needs their work may be differentiated or extra resources put in place by the class teacher, with support from the SENCo, to enable them to access the curriculum more easily. Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration

cushions, pencil grips, coloured gels, laptops etc. Children's seating place in the classroom may be adjusted to maximise learning. All interactive boards are set to off-white backgrounds to limit visual stress.

*"It helps me get better especially Literacy."*

*"I enjoy having extra help because they are always nice and kind and help me understand."*

#### **10. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?**

- Three times a year a review of your child's provision and attainment will be held with you. If your child has an Education Health Care Plan, this will be reviewed annually at one of these reviews. Class teachers are available if you wish to discuss your child's progress at any time. Please contact the school office to make an appointment.

*"I have been kept informed with set meetings to discuss progress."*

*"My child's KS1 class teacher speaks to me regularly before and after school."*

#### **11. How does the school know how well my child is doing?**

The school uses a tracking system which measures achievement against age related expectations and tracks progress.

- BEXS (Beginning, Emerging, expected for each year group)
- Progress towards Additional needs plan targets
- Emotional Literacy Scores (to measure progress in social, emotional and behaviour needs)

#### **12. How will my child be included in activities outside the classroom including school trips?**

- All children have the right to access school clubs, extra-curricular activities and school trips. Planning and implementation will involve prior consultation with parents to compile appropriate risk assessments and suitable access arrangements, where needed.

#### **13. How accessible is the school environment? How accessible is the curriculum?**

- The school is mainly on the ground floor and has widened doorways and ramps available in addition to a lift which provides access to the second floor classrooms. There is a fully equipped hygiene suite.
- For children and parents whose first language is not English, the school's website, including newsletters, can be translated into different languages and staff and children can access computer programs which translates languages into English and vice versa to aid communication. Staff use an EAL whole-school approach toolkit compiled by Caroline Scott which provides the child and adult with a structured approach to learning English. Ipads and laptops are available to enable full access to the curriculum.

#### **14. How will the school prepare and support my child to join the school?**

- Children and parents are given the opportunity to visit the school, meet their new teacher and familiarise themselves with the school surroundings and routines. The number of visits can vary according to need. Children new to the school will be given a 'buddy' to support them in their first few days. In addition to morning/afternoon visits, children entering EYFS have an 'All about me' book to familiarise them with their new school and parents are invited to an information sharing evening. In some cases, the child will be given a transition book, containing photographs of their new teacher, classroom etc. to familiarise themselves with at home prior to starting school.

#### **15. How will the school prepare and support my child to transfer to a new setting/school?**

- All additional needs information is passed on when a child transfers between school settings. Children who struggle with transition are given additional support in preparation for their new setting. Our Early Years teachers and SENCo liaise with preschool settings and our SENCo/Y6 teachers pass on information

to secondary school settings. All class teachers exchange information at the end of the school year with the child's next class teacher.

## 16. How can I be involved in supporting my child?

- Suggestions will be discussed at additional needs plan meetings. Parent literature is also available. If outside agencies are involved, recommended activities will come directly from them. School will notify parents of any support groups or workshops in the local area, and direct them to useful websites. The local authority has a family services Directory link online at <http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>.

*"Toe by Toe was very good for my son to help him at home."*

*"The school is very willing to work with parents."*

## 17. What shall I do if I am unhappy with the support my child is receiving?

- At St Johns we aim to work alongside you and your child to deliver the best SEN support we can offer. However, if you have any concerns about the SEN support given to your children, you should make an appointment to see your child's class teacher in the first instance to discuss this. It may also be appropriate to ask the SENCo to attend this meeting. We will endeavour to listen to your concerns and work alongside with you to resolve them.
- If your concerns persist, you should make an appointment to discuss this with the Headteacher, Mrs Jefferson.
- Following this, you may choose to make a complaint by following the school's complaint procedure.

## Partnership

- As with all children at St John's, it is important that parents and teachers work together to support the child. We will do our best to update and inform you of your child's progress and notify you of any relevant literature / courses. In return, please provide the school with any relevant reports from outside agencies. If your child has an appointment with a paediatrician or an outside agency you may be asked to request a school report. Please give the class teacher as much notice as possible to allow sufficient time to write a comprehensive report. By working together in partnership, we can provide the best support for your child.

NB This offer is intended as a general guide to additional needs provision at St John's. Individual provision will vary according to individual needs.



## **Glossary of SEN Intervention Groups**

### **IDL**

IDL is an online platform that can support reading, spelling and maths. Sessions are targeted to the specific next steps of each child and the program only moves children on as they are ready. The program is designed to be multi-sensory and provide many opportunities for over learning and consolidation.

### **Acceleread/Accelewrite**

This is a multi-sensory reading and spelling phonics program recommended to help children improve their knowledge of phonics.

### **Talking Time/Phonological awareness programs**

These sessions are delivered by teaching assistants who have received training from the Speech and Language Therapist (SALT). The Talking Time program is designed to develop children's expressive/receptive language, confidence and fluency. The Phonological Awareness program is designed to teach children about the way language works e.g. Rhyme, syllables

### **Social Speaking Game**

This is a game recommended by the Working Together Team to help children develop appropriate social skills and communication.

### **Class provision**

The class teacher will provide extra activities to support your child's identified area of difficulty as described at the review and on the additional needs plan. Reference may be made to First Call and First Move activities. These are programs of activities designed by outside agencies and suitable for the classroom environment.

**First Call** – a set of activities to help improve pronunciation, receptive and expressive language, understanding of rhyme and syllables.

**First Move** – a set of activities designed by physiotherapists to improve fine and gross motor skills.

**ELKLAN** – A training programme for teachers to equip them with the knowledge and strategies to support children with speech and communication skills.

**Colourful Semantics** – A visual strategy to support children to develop grammatically correct sentences.

**Direct Phonics** – A teaching method using direct instruction to support children with basic phonic skills.

**Teodorescu** – A programme of work to improve fine motor skills, spatial awareness and handwriting.

**Toe by Toe** – A highly structured approach to reading (Dyslexia)

**Precision teaching** – A teaching method using direct instruction – A teaching method using direct instruction to help children retain basic English and mathematics skills.

**Paired reading**- A reading technique where an adult and child read together, before the child reads for a short period on their own.

**Social Story**- A story based around a common occurrence. The child rehearses how to respond/react appropriately next time they face this situation in everyday life.

**Reciprocal Teaching**- An approach, often used in reading, where the children are encouraged to summarize, question, clarify and predict, developing deeper understanding of the book/discussion topic.

**Understanding emotions**- Activities designed to support children to develop their emotional literacy skills and improve their emotional awareness.

**Language for thinking**- A structured approach to develop children's language skills, developing inference, verbal reasoning and thinking skills.

**Word aware-** A systematic programme for promoting vocabulary development.

**Useful names and addresses**

|   |   |
|---|---|
| <a href="http://www.autism.org.uk">www.autism.org.uk</a><br><a href="http://www.autismeducationtrust.org.uk/">http://www.autismeducationtrust.org.uk/</a>   | Autism  |
| <a href="http://search3.openobjects.com/kb5/lincs/fsd/family.page?familychannel=2_9_9">http://search3.openobjects.com/kb5/lincs/fsd/family.page?familychannel=2_9_9</a>   | Emotional Wellbeing and Mental Health support in Lincolnshire                               |
| <a href="https://lincsadhd.org/">https://lincsadhd.org/</a>   | Lincolnshire ADHD parent support group (also offers training e.g. 123 Magic)                |
| <a href="https://www.eric.org.uk/">https://www.eric.org.uk/</a>   | The Children's bowel and bladder charity- offering advice on bed wetting/potty training etc |
| <a href="mailto:paactsupport@hotmail.co.uk">paactsupport@hotmail.co.uk</a><br><a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=udiRAPq0taQ&amp;familychannel=2_1_1_1">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=udiRAPq0taQ&amp;familychannel=2_1_1_1</a> | PAACT – parents & autistic children together  |
| <a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_11">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_11</a>   | Liaise (Parent support for children with SEN)   |
| <a href="https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page">https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page</a>   | Family Services Directory   |
| <a href="https://www.lincspcf.org.uk/">https://www.lincspcf.org.uk/</a>   | Parent carer forum  |
| <a href="http://www.addiss.co.uk/">www.addiss.co.uk/</a>  | Information on ADD/ADHD   |
| <a href="http://www.dyspraxiafoundation.org.uk/">www.dyspraxiafoundation.org.uk/</a>  | Information on Dyspraxia  |
| <a href="http://www.dyslexiaaction.org.uk">www.dyslexiaaction.org.uk</a><br><a href="http://www.thedyslexia-spldtrust.org.uk/">http://www.thedyslexia-spldtrust.org.uk/</a>   | Information/contacts re Dyslexia  |
| <a href="http://www.thecommunicationtrust.org.uk/projects/">http://www.thecommunicationtrust.org.uk/projects/</a>   | Speech, Language and Communication  |
| <a href="http://www.natsip.org.uk/">http://www.natsip.org.uk/</a>   | Sensory impairments   |
| <a href="http://www.ncb.org.uk/">http://www.ncb.org.uk/</a>   | National Children's Bureau- Vulnerable children   |
| <a href="http://www.nasen.org.uk/">http://www.nasen.org.uk/</a>   | Information on all aspects of SEN   |
| <a href="http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2">http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2</a>   | Lincolnshire Local Offer for SEN  |
| 01522 309120<br>Mon- Fri 9:30-16:30   | Here4you mental health advice line and self-referral  |

**Below is a glossary of the most used SEN terms.**

|              |   |
|--------------|---|
| <b>ADHD</b>  | <b>Attention Deficit Hyperactivity Disorder</b>     |
| <b>ASD</b>   | <b>Autism Spectrum Disorder</b>                     |
| <b>ANP</b>   | <b>Additional Needs Plan</b>                        |
| <b>BOSS</b>  | <b>Behaviour Outreach Support Service</b>           |
| <b>CAMHS</b> | <b>Child &amp; Adolescent Mental Health Service</b> |
| <b>EAL</b>   | <b>English as an Additional Language</b>            |
| <b>EHCP</b>  | <b>Education Health Care Plan</b>                   |
| <b>EP</b>    | <b>Educational Psychologist</b>                     |
| <b>LAC</b>   | <b>Looked After Child</b>                           |
| <b>NC</b>    | <b>National Curriculum</b>                          |
| <b>OT</b>    | <b>Occupational Therapist</b>                       |
| <b>PSP</b>   | <b>Pastoral Support Plan</b>                        |
| <b>SALT</b>  | <b>Speech &amp; Language Therapy</b>                |
| <b>SEN</b>   | <b>Special Educational Needs</b>                    |
| <b>SENCo</b> | <b>Special Educational Needs Coordinator</b>        |
| <b>TAC</b>   | <b>Team Around the Child</b>                        |
| <b>WTT</b>   | <b>Working Together Team</b>                        |

**We would like to thank**

**staff, parents and children for their views and opinions which have contributed to our local offer.**