

## SEN Information Report and Local Offer

### Who is our school Special Educational Needs Co-ordinator (SENCO)?

Our school SENCO is Ms Lyne. She is an Assistant Headteacher leading on SEND. If you need to contact Ms Lyne, please contact school on 0121 675 1469. Alternatively, you can email her on [enquiry@st-johns-pri.bham.sch.uk](mailto:enquiry@st-johns-pri.bham.sch.uk).

### Other Important People in School

Mrs Smith is our assistant SENCO. She works across the school and our two SEND hubs.

Mrs O'Keefe is our Children and Families Support Co-ordinator and works as part of the Nurture Team.

Mrs Harborne is our Senior Mental Health lead and works closely with Miss Murray, our nurture assistant to provide nurture support to those with SEMH needs.

## What are the school's areas of strength?

Currently at St John's we support a number of children with additional needs including Autism, Hearing Impairment (HI), Global Development Delay, Dyslexia, Speech and Language Impairments, Moderate Learning Difficulties, Epilepsy and a number of other medical needs.

We currently have 30% of the school population who have a special educational need or disability (SEND). We have a high focus on ensuring that pupils individual needs are met and ensure that the targets developed for them build on individual progress. This is also included in the way we develop curriculum and intervention ensuring that the individual is at the heart of everything we do.

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.” Code of Practice, 2014

We have children in our school with a wide range of special educational needs, some of which are complex. In line with the SEN Code of Practice, we make provision for the following areas of needs:

\***Cognition and Learning** This area of need refers to those children who learn at a slower pace than their peers, even with appropriate differentiation is put into place. It also encompasses dyslexia, dyscalculia and dyspraxia.

\* **Communication and Interaction Needs** This includes needs associated with: Autistic Spectrum Conditions, Speech & Language delay, Communication difficulties.

\***Social, Emotional, Mental Health (SEMH) Needs** This includes additional needs around behaviour, social support groups, emotional well-being.

\* **Sensory and Physical Needs** These are needs such as hearing impairment, physical needs, medical issues and any sensory problems linked to any other disorder.

## **How does the school identify pupils with SEND?**

At St John's we identify children with SEND as early as possible. We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. Throughout the

school, we monitor the progress of all children by an ongoing process of planning, teaching and assessment. In line with the Code of Practice (CoP. 2014), we have adopted a graduated approach where the level of intervention increases whenever adequate progress is not being made or the children are not reaching their full potential.

### **We use the following criteria to help us identify pupils...**

⇒ Baseline assessment indicating missing early learning skills at the start of Early Years Foundation Stage; ⇒ Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:

- o the child is working below the age-related expectation for that Year group;
- o the attainment gap between the child and their peers is getting wider;
- o a previous rate of progress is not being maintained;
- o little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.

⇒ The class teacher's termly assessments are showing underachievement in one or more curriculum areas;

⇒ Emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes;

⇒ Self-help skills, social and personal skills inappropriate to the child's chronological age;

- ⇒ Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment; For a child who is new to the school, records from the previous school indicating that additional intervention has been in place;
- ⇒ Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills; If your child is identified as having a special need, we will always discuss this with you. We then follow a graduated approach, which is demonstrated in a separate document, to support your child.

### **Involving Parents as Early as possible**

*‘Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.’ SEN code of Practice (2014)*

When a child is flagged up to go on the SEN register we will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. We take into account the parents’ concerns. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support. As parents you know your children better than anyone and your support and knowledge in the processes are crucial to gain the best for your child.



**We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.**

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly

. • Evidence based assessment which will help us find specific gaps to plan effectively All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **Our Approach to Teaching pupils with SEND**

We will follow the graduated approach in terms of teaching all pupils as well as those with identified SEND Needs. As a school it is our aim to ensure that the high-quality teaching provided in each classroom has individual children's needs at the heart of it.

Through extensive research we have found that visuals and a total communication approach to learning supports all pupils not just those with additional needs.

## How accessible is the school environment?

⇒ Our school is wheelchair accessible and we have disabled toilets.

⇒ We have a wet room facility for changing needs.

⇒ We have a lift to the first floor up to Key Stage 2

⇒ We provide interpreters/use of interpretation software for parents at parents' evenings or information evenings where ever possible.

⇒ Our school app provides translation for all messages.

⇒ Working environments are adapted as much as possible for children who require quiet areas/less distraction.

⇒ Our KS2 corridor has recently undergone a total sensory audit and we have adapted this to meet all SEND Needs in school.

⇒ Residential/day trips have detailed risk assessments completed and we ensure all individual needs are catered for

## How will the school prepare children with SEND to join their next stage of education or life?

⇒ At St John's we have worked hard to ensure that there is a successful transition programme to support induction at new schools and transition to new classes.

⇒ Year 6 teachers and the SENCo work closely with Secondary feeder schools – meeting with their SEN Team and Year 7 Head of Year as well as accompanying Year 6 pupils with SEND on extra visits in the Summer Term.

⇒ The school has a clear approach to transition which makes the necessary adjustments for all children with SEND;

⇒ Additional transition sessions are organised between all Key Stages for children, these sessions also account for parents building a relationship with their child's new teacher; ⇒ There is a clear transfer of data and relevant information between all staff;

⇒ During the Summer term, teachers have allocated time to discuss their new children for the following academic year.

## What training have staff had in order to meet the needs of children with SEND?

- ⇒ Tier 1 Autism Education Trust Training (Whole School including Lunchtime Supervisors);
  - ⇒ Tier 2 Autism Education Trust Training (3 members of staff);
  - ⇒ Autism Practical Solutions (whole school);
  - ⇒ Attachment and Trauma training (whole school);
  - ⇒ Social, Emotional and Mental Health First Aid (2 members of staff);
  - ⇒ Anxiety and Autism (whole school);
  - ⇒ Medical, asthma and allergies (whole school);
  - ⇒ Dyslexia PSS (whole school);
  - ⇒ SENCo attends termly SENAR network meetings;
  - ⇒ SENCo has completed the National Award for SEN Coordination;
- When appropriate, further or additional training will be secured to support a child with specific needs.

## What is Birmingham's Local Offer for SEND?

⇒ Birmingham's Local Offer identifies what is available for those children in Birmingham with a Special Educational Need.

⇒ The link for this can be found on the SEN page of our website (or here for ease; <https://www.localofferbirmingham.co.uk/>)

⇒ Contact details for Birmingham's support service Birmingham SENDIASS Tel. 0121 303 5004, Email: [sendiass@birmingham.gov.uk](mailto:sendiass@birmingham.gov.uk)

## Complaints

In the event of any complaint being made, the SENCo should be contacted in the first instance. Should the matter remain unresolved, the case will be passed to the Head teacher for further investigation and reported to the SEND Governor, Geoff Harley-Mason.