

## SEN Information Report (2017)

This report is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This report should be read in conjunction with the following school policies:

- Behaviour Management Policy
- Disability Equality Policy
- Equal Opportunities Policy
- Homework Policy
- Safeguarding Policy
- Supporting pupils at school with medical conditions

This report was developed collaboratively with parents, governors, teachers and the staff who are delivering interventions.

### Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

## **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is’...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’  
*SEN Code of Practice (2014, p5)*

## **1 The kinds of special educational need for which provision is made at the school**

At St John’s, we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance:

- Dyslexia
- Dyspraxia,
- Speech and language need
- ASD
- Social, Emotional and Mental Health Difficulties
- Learning difficulties
- Behaviour difficulties
- Physical disabilities
- Visual impairments

There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need:

- ASD
- Learning difficulties
- Speech and Language difficulties
- Social, Emotional and Mental Health needs

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

## **2 Information about the policy for identification and assessment of pupils with SEN**

At St John's we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points list of universal assessments:

- Speech link (YR)
- Language link (YR)
- Phonics screening (Y1 and 2)
- Spelling age(Y1-6)
- Reading age (Y1-6)
- GL assessments (Y1,3,4,5)
- SAT's (Y2 and 6)
- CAT's (Year 5)
- PIXL (Year 6)

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Rapid (Maths and Phonics)
- Booster groups (Phonics, Maths and Comprehension)

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At St John's we are experienced in using the following assessment tools:

- Language Link
- Speech Link
- Lucid CoPS
- Maths Assessment
- Phonics Test (Phase 2-5)

And we have access to external advisors:

- Speech and Language Therapist (fortnightly visits to assess, plan and review children's targets)
- Educational Psychologist (package purchased from KCC to conduct assessments, issue reports and support child, parents and school)

- Specialist Teaching and Learning Service (Accessed via LIFT)

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

**3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including**  
**3a How the school evaluates the effectiveness of its provision for such pupils**

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

### **3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs**

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at St John's can be found in Section 2 of this document. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

### **3c the school's approach to teaching pupils with special educational needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

In St John's, the quality of teaching is judged to be consistently good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments:

- 1:1 Tutoring
- Precision Teaching
- Mentoring
- Small Group Teaching,
- Use of ICT Software Learning Packages

These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

### **3d how the school adapts the curriculum and learning environment for pupils with special educational needs**

At St John's we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning:

- St John's is expanding to become a four-form entry school. We have already commenced the process as of September 2017 we will have four classes in both Reception and Year 1.
- Building work will be commencing soon and all information regarding the expansion can be accessed upon request.
- Our staff are extremely dedicated and at St John's we value continued professional training. Throughout the year, teachers and teaching assistants attend bespoke training which they then share with the rest of the school body so that we all can continue our professional development.
- In response to curriculum expectations, teachers are delivering high quality teaching and learning to the children in their care. We set high expectations for all children and aim to create an inclusive environment where all our pupils can reach their potential.

At St. John's we consistently strive to improve our provision and ability to meet the needs of all our children. In response to parent and pupil feedback, we want to further develop the links between home and school and foster the relationships we have. We truly value the opinions and support of our parents and aim to ensure they feel represented when their child's provision is being assessed. For parents of children with SEN, their role is integral throughout the planning, decision making and review process.

### **3e additional support for learning that is available to pupils with special educational needs**

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide

top up to the school (KCC's Schools Funding Forum is currently developing a system for this which will be implemented in April 2015)

**3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs**

All clubs, trips and activities offered to pupils at St John's are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

**3g support that is available for improving the emotional and social development of pupils with special educational needs**

At St John's we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance, embedding a growth mindset for all our children and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following:

- mentor time with a preferred member of staff
- external referral to CAHMs
- time-out space in every playground for pupil to use when upset or agitated etc
- referral to Play Therapy

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

**4 The name and contact details of the SEN Co-ordinator**

The SENCo at St John's is Aisling Gallagher, who is a qualified teacher and is undertaking the National Award for SEN Co-ordination

Aisling Gallagher can be contacted via the office on 01474 534546 or [agallagher@stjohnsprimary.kent.sch.uk](mailto:agallagher@stjohnsprimary.kent.sch.uk)

**5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

All teachers and teaching assistants have had the following awareness training:

- Safeguarding of children/ Child Protection
- Prevent training
- Autism Awareness Training
- Growth Mindset INSET

In addition the following teachers/teaching assistants have received the following enhanced and specialist training:

- Autism Champions- Mrs Mahal, Miss Everett, Miss Brown
- EAL or SEN? - Miss Gallagher, Mrs Kaur
- Mindfulness- Miss Gallagher
- Autism/ Aspergers- Mrs Davies
- Foetal Alcohol Spectrum Disorder- Miss Huffey
- Attachment Disorder- Miss Kavanagh
- Speech and Language- Mrs Veiga
- Dyscalculia- Mrs Peters and Mrs Atkinson
- Social Stories and Comic Strip Conversations- Mrs Walmsley
- Selective Mutism- Miss Neat
- Autism- Mrs Kent

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are:

- SMILE centre
- KCC- Educational Psychologist
- Speech and Language (NHS)
- CPD Online
- School Nurse
- Kent Adult Education

. The cost of training is covered by the notional SEN funding.

**6 Information about how equipment and facilities to support children and young people with special educational needs will be secured**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it



by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

### **7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at St John's are invited to discuss the progress of their children on two occasions a year and receive a written report at the end of the year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

### **8 The arrangements for consulting young people with special educational needs about, and involving them in, their education**

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

### **9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school**

The normal arrangements for the treatment of complaints at St John's are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with their child's class teacher/ year leader, the

SENCo, Mrs Cooneyhan or Mr Shields to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

**10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 6 days per year
- Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

**11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)**

Kent Parent Partnership Service (KPPS) Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

**HELPLINE:** 03000 41 3000  
**Office:** 03000 333 6474 413000 and  
**Minicom:** 0300 333 6484  
**E-mail:** [kentparentpartnershipservice@kent.gov.uk](mailto:kentparentpartnershipservice@kent.gov.uk) [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

<http://www.kent.gov.uk/kpps>

**12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At St John's we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

The school SENCo, meets with all secondary SENCo's in the Spring term to discuss the needs of the children who will be transitioning in the following September. When appropriate, additional visits to the secondary, at various times of the day, meetings with new teachers and transition meetings with parents are all arranged to ensure the family and the pupil feel fully supported when they leave the primary.

We also contribute information to a pupils' onward destination by providing information to the next setting. Information is shared in advance with the SENCo's of the secondary so that any provision can be put in place prior to the child starting in September. We also liaise closely with the secondary schools throughout the pupil's transition and 'settling in period'. It is imperative that we give the secondary schools a copy of the child's entire SEN file so that they have an accurate and current record of each child's history and provision.

**13 Information on where the local authority's local offer is published.**

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on .....

Next review on .....20/06/2018.....