



# Ellel St. John's Church of England Primary School

## **SEND Information Report September 2020-21**

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This Special Educational Needs and Disabilities (SEND) Information Report provides information about the identification of and provision for pupils with Special Educational Needs or Disabilities, paying regard to the SEND Code of practice 2014.

Ellel St John's Primary School seeks to develop the full potential of each child, recognising the uniqueness of each individual. We promote and celebrate a love of learning with high aspirations for all. For some children additional help or support may be needed and a Special Educational Need may be identified.

### **Provision for pupils, including those with SEND**

All pupils at Ellel St John's receive Quality First Teaching - this means that every child accesses a curriculum that matches their needs. Teachers ensure that planning is differentiated and appropriate learning objectives and activities are set for all the children. Classes are also supported by teaching assistants, who are able to support children individually or in groups and are trained to offer small group or 1 to 1 interventions where needed.

### **Identification of Pupils with SEND**

Children may be identified as having SEND in a number of ways, including:

- Close liaison with parents or carers and listening to their concerns.
- Concerns raised by a teacher, especially when a child is not responding well to in class differentiation.
- Monitoring of assessment results and identifying if a child is consistently performing below age related expectations.
- Monitoring of progress and identifying if a child is making slower than expected progress, especially when compared with other children at the same age or stage of development.
- Continued difficulties after extra support has been put into place.
- Additional observations or assessments, including use of standardised tests by class

teacher or SEN team.

- Observation and assessment by other professionals, such as Speech and Language Therapist or Educational Psychologist.

If a parent or carer is concerned about their child's learning or progress, or thinks they may have a special educational need then we would first encourage them to speak to the class teacher, who will pass on the concern to the SENCo.

### **Involving parents/ carers and pupils**

If the class teacher and SENCo suspect a child may have a Special Educational Need they will ask the parents / carers to come into school to share concerns and to ask parental view of the situation. In light of COVID, the class teacher and SENCo may contact parents via phone to share concerns. If everyone agrees the child will be placed on the SEND register in school. This ensures that the SENCo closely monitors progress and starts the Assess, Plan, Do, Review approach.

Some children will need support which is different from the support other children need for a short period of time; others may need this extra provision right through school and into the next stage of their education. Parents / carers, class teacher and the SENCo will meet to review the child's progress.

### **The Assess, Plan, Do, Review approach**

**Assess** - This stage looks at a child's strengths and areas of needs and will draw on the views and experiences of parents and the child. The child's development in comparison to peers will be considered alongside information on progress, attainment, behaviour and attendance. If relevant, advice will be sought from external support agencies.

**Plan** - If it is decided to provide the child with SEND Support, in consultation with parents, then the teacher and SENCo will agree the interventions and support to be put into place, as well as the expected impact on progress, development or behaviour. At Ellel St John's Primary School this information is recorded on our Whole School Provision map.

**Do** - The class teacher remains responsible for each child's attainment and progress while additional support or interventions are taking place. Class teachers, Learning Mentor, TAs and the SENCo work very closely together to ensure teachers are involved in planning and assessing the impact of interventions.

**Review** - The effectiveness of the support provided and the impact on the child's progress and attainment will be reviewed in line with agreed date. Impact, along with the views parents / carers and the child will feedback into the Assess stage.

### **Including All**

Where necessary, adaptations to the curriculum and the learning environment will be made for children with SEND, whenever reasonable and practicable. Ellet St John's aims to ensure that any children with SEND are able to participate fully in their learning and to join in with activities available to children without SEND. This may be through use of additional staff, careful risk assessment and management or through adaptations to the activity.

## **SEN Needs**

Children and young people's SEN are generally thought of in the following four broad areas of need and support. Provision for these needs is that which is additional to or different from that which is generally available for most children in the school.

The four areas of need and the support available are:

1. Communication and interaction (this includes Speech and Language needs and Autism)
  - Social Skills Training through Social Groups and 1:1 support
  - Visuals and Visual Timetables
  - Speech and Language Therapy
2. Cognition and learning (Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound Multiple Learning Difficulties (PMLD), Specific Learning Difficulties)
  - Quality Teaching
  - Small group/individual work with a teacher or TA
  - Various intervention groups focusing on Maths and English
  - Individualised support ie: reading, Toe-by-Toe, Precision Teaching
  - Computers are used with various programs and apps to support users
3. Social, emotional and mental health (Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Attachment Disorder (AD))
  - Social Skills groups
  - Pastoral Support from a trained member of staff to support their needs
  - Stilling Time Program
  - Attachment and Trauma Friendly approaches
  - Peer Massage
  - Lego Therapy
4. Sensory and/or physical needs (Visual Impairment (VI), Hearing Impairment (HI), Multisensory impairment (MSI), Physical Disability (PD))
  - Resources for individual children such as fiddle toys, break cards, large print materials.
  - Sensory equipment such as gym ball, weighted blankets, chew toys.
  - The use of outdoor equipment to support sensory needs

## **In School Services**

We have a highly experienced, trained team of staff who may be involved in supporting children at Ellel St John's. These include:

- Your child's class teacher who is responsible for your child's learning and will ensure learning is appropriate and accessible for all.
- Teaching Assistants support all pupils in class. Most also support groups and individual children by delivering interventions.
- The SEN support team, including our Learning Mentor who delivers specialist support interventions for pupils across school
- The SENCo

## **Specialised Services**

At Ellel St John's, we work closely with other agencies to focus on the identification and provision for those children with SEND. Liaison takes place with the following agencies:

- Educational Psychology Service
- Speech and Language Service
- Occupational Therapists
- SEMH support and advice through local PRU - Stepping Stones
- Specialist autism advice and support Lyn McCann ASC Outreach Service
- School Nurse
- Pediatrician
- Child and Family Well Being Service
- CAMHS
- Local Authority
- Children's Social Care

For those children who have a range of agencies working with them a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action.

## **Moving to a new class or moving on.**

Transition to a new class within school is planned for children with SEND on an individual basis. It begins as early as possible in the summer term in preparation for September. Some children are given a booklet to look at over the summer with information about their new class.

Transition arrangements may include visits from the new teacher to the class in their current setting and a series of visits to the new classroom both with and without their current teacher.

Transition from Year 6 to High School is planned on an individual basis with the High School and pupils and parents. Ellel St John's are able to provide accompanying adults and transport for some High School visits.

## **Evaluating the effectiveness of provision for pupils with SEND**

Pupils with identified SEND have their attainment, progress and development closely monitored in a variety of ways, including:

- Learning walks and learning observations.
- Tracking attainment, including small steps of progress.
- Entry and exit data for any interventions.
- Pupil Progress meetings.
- Regular SEND review meetings with parents / carers
- Discussion with class teacher, TA and any other professional providing support.
- Discussion between the SENCo and schools SEND Governor.
- Gathering the views of the child.
- Attendance data.
- Behaviour records.
- Use of the Assess, Plan, Do, Review model.

## **Financial Information**

Our SEND budget is allocated in the following ways:

- Additional members of support staff
- High Needs Funding provisions for pupils with complex needs
- CPD opportunities for staff
- Resources to support physical/sensory needs
- The purchase of specialist resources to enhance the access to the curriculum for all learners
- Specific training for interventions
- The purchase of Specialist Teacher advice

## **Additional Information**

If a parent / carer has a question or concern about school's provision for their child then we would ask them to contact their child's class teacher or the SENCo. If they still have concerns then contact the Headteacher. The majority of children will have their needs met within school. However, if a child's needs are complex or severe we may suggest we ask the Local Authority to complete a statutory assessment which may lead to an Education Health and Care Plan (EHCP) for the child. An EHCP usually involved the Local Authority providing extra resources to help the child and will be reviewed annually.

Helen Quinn  
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