



SEN Information Report

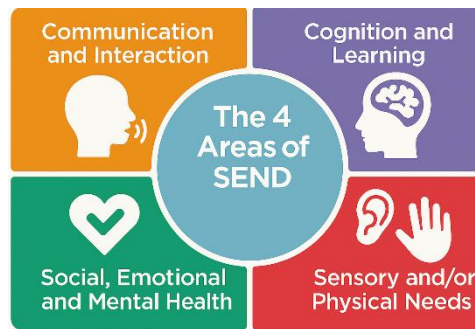
St John's Cathedral Catholic Primary School

'Loving to Learn, Learning to Love'

Name of Head Teacher	Mrs Laura Park
Name of Chair of Governors	Dr Vivienne McCabe
Date	September 25
Next review date	September 26

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1. The kinds of Special Educational Needs (SEN) that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

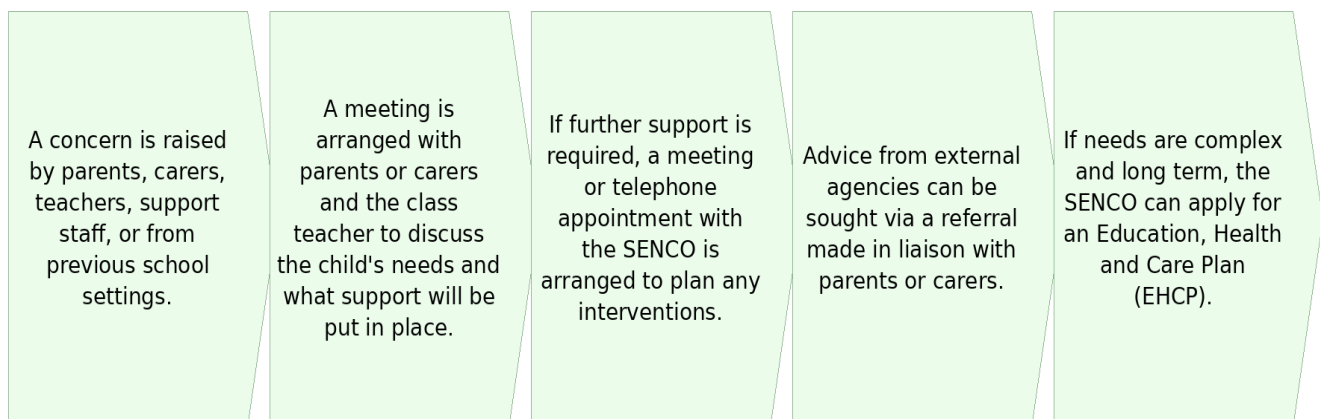
- Communication and interaction, for example, autism, speech and language and communication difficulties within the mainstream classroom
- Cognition and learning, for example, dyslexia, dyspraxia, moderate, severe profound and complex learning difficulties within the mainstream classroom
- Social, emotional and mental health: for example, attention deficit hyperactivity disorder (ADHD) within the mainstream classroom
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and diabetes within the mainstream school

2. Identifying pupils with SEN and assessing their needs

At our school, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers make regular assessments of progress for all pupils and share this information with the senior leadership team at pupil progress meetings. They will identify those pupils whose progress:

- Is significantly lower 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 the child and their peers
- Widens the attainment gap

This will also include progress in areas other than attainment, for example, social and emotional needs. If we are concerned that a child may have specific needs, we follow this SEN pathway.



If a child is identified as having a special educational need, then in liaison with parents or carer's they are placed on the SEN register at 'SEN support' in line with the SEN Code of Practice. It is important to note that not all Children who are working below age related expectations have SEN. Progress is different for every child and not all children reach age related expectation but will make excellent progress from their starting points at St John's. Children are not automatically placed on the SEN register if they are working below age related expectations.

3. Consulting and involving pupils and parents

At St John's School, we operate an 'open door' policy. We will ensure that we have regular discussions with a pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and barriers to learning
- We always consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Parents are welcome to make appointments with the senior leadership team but should always speak to the class teacher in the first instance

4. Assessing and reviewing pupils' progress towards outcomes

We follow the four-part cycle of **assess, plan, do, review**.



Assess:

We use assessment data, carry out observations, hold discussions with staff, parents and carers to identify and analyse needs. Assessments from outside agencies (Health, Educational Psychology, Social Services, CAMHs) may be required with parental consent.

Plan:

We hold discussions and meetings with staff, parents, carers and any specialists who are involved to plan what interventions and support will be put in place for a child. We will always set a clear date for review.

Do:

Class teachers and support staff will implement the interventions and support as planned. The SENCO will monitor and support staff at all times.

Review:

The SENCO, staff, parents, carers and any specialists from outside agencies will discuss how effective the support and interventions have been. If possible, they will measure the impact that these interventions have had on a child and their progress. Next steps are then carefully planned.

Children with Education Health Care Plans:

Planned targets are set for each child to help them achieve the outcomes in their Education, Health and Care Plans. These targets are embedded across their personalised curriculum, with progress monitored regularly by teachers and the senior leadership team. To maximise progress, targets are usually broken down into small, manageable steps.

All teachers and support staff working with each pupil understand their individual needs, the support and provision outlined in their EHCP, and any strategies or approaches required to meet these needs. They work with outside agencies and the SENCo consistently to implement this provision across the curriculum. Progress towards long-term EHCP outcomes is monitored, and this information is shared with pupils and parents/carers during the annual review and parent meetings.

All teachers and support staff who work with the pupil are aware of their individual needs, the key skills linked to each pupil's EHCP, the support and provision requirements, and any strategies or approaches that are required. Progress towards long term EHCP outcomes are evidenced and tracked and shared with pupils and parents/carers at an annual review.

5. Supporting pupils moving between phases and preparing for adulthood

Teachers at St John's School have dedicated time for meetings to handover a class at the end of the academic year. During the month of July, each class will spend two days learning in their new classrooms with their new teachers and support staff. The SENCO ensures that new class teachers are aware of interventions and support that is already in place for children on the SEN register and helps them to plan for this.

For those children who may leave our school during an academic year we ensure that all SEN records are sent by the school office to the new school and contact is made with the new SENCO to pass on information.

For children in Year 6 transferring to Secondary school we ensure that our SENCO liaises closely with the SENCOs from the local Secondary schools. This usually takes the form of a face-to-face meeting or telephone appointment where information is passed on and detailed discussions can take place.

We support parents and carers in choosing the appropriate provision for their child to move on to by arranging and accompanying them on school visits if they require. For Pupils with EHCPs who may not be able to attend a mainstream school for secondary, we ensure early discussions to share concerns.

It may be necessary for a child with a SEN to have a different induction pattern upon entering our school/next school or a gradual transition over a longer timeframe. This will be planned in agreement with the Head teacher, SENCO, parents and carers.

6. Our approach to teaching pupils with SEN

Teachers at our school are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. Other interventions may be put in place for those children on the SEN register.



Levels of school interventions for Social, Emotional and Mental Health needs (SEMH)

<p>Wave 1</p> <p>All pupils are supported to develop in a safe, nurturing environment.</p> <p>Whole class PHSE curriculum</p> <p>Whole-class positive reinforcement of behaviour (reward charts, stickers, Dojo points, Head Teachers Award, share learning)</p>
<p>Wave 2</p> <p>Small group activities to address needs / build confidence</p> <p>Access to ELSA in times of need or ongoing emotional support</p> <p>Parents / Teacher / SENCo discussion</p> <p>Advice through the school nurse</p> <p>ND Profiling Tool</p> <p>MHST</p>
<p>Wave 3</p> <p>ND Profiling Tool review</p> <p>Advice sought from ND Team</p> <p>SEN Support Plan</p> <p>Pastoral support through MABS (Multi Agency Behaviour Support)</p>

Levels of school interventions for Cognition and Learning needs (Moderate, Severe or Specific Learning Difficulty).

<p>Wave 1</p> <p>Motivational quality-first teaching to stimulate and encourage learning</p> <p>Use of a range of teaching techniques for different learning types</p> <p>Practical learning opportunities with concrete experience / trips and visits adapted and differentiated teaching and learning</p> <p>Access to a broad and balanced curriculum at the appropriate level for the child</p>
<p>Wave 2</p> <p>SENCO observation and assessment of needs</p> <p>Review of support currently in place with class teacher</p> <p>Small group interventions for targeted objectives, e.g. Better Reading</p>
<p>Wave 3</p> <p>referral to Educational Psychologist</p> <p>SEN support plan</p> <p>Possible EHCP assessment request</p>

Levels of school interventions for Communication and Interaction needs

<p>Wave 1</p> <p>A varied, stimulating and visual curriculum Adapted resources to help support learning</p> <p>Use of classroom visual timetables Teachers who use clear verbal instructions Use of technology to support learning Opportunities for drama / role play / speaking and listening</p>
<p>Wave 2</p> <p>Additional targeted speaking and listening groups, e.g. narrative approach/active listening for active learning/small world play</p> <p>Use of Makaton / cued articulation to aid understanding</p> <p>Use of symbol based communication cards / now and next boards/ personal timetable</p>
<p>Wave 3</p> <p>Referral to NHS Speech & Language Therapist</p> <p>1:1 work with Springboard therapist SEN Support Plan Possible EHCP assessment request Referral to Educational Psychologist</p>

Levels of school interventions for Sensory/Physical needs

<p>Wave 1</p> <p>Reasonable adaptations of the classroom and school environment (use of slopes / therapy cushions / pencil grips etc.)</p> <p>Access to the full curriculum with reasonable adjustments to adapt to specific needs (sensory and movement breaks etc.)</p>
<p>Wave 2</p> <p>Adaptations / modifications of the routines / environment</p> <p>1:1 support or small group activities to support learning</p> <p>Access to interventions such as clever hands from the Schools Therapy Service Pack</p> <p>Specialist equipment</p> <p>Use of ipads/computers as an alternative recording method</p>
<p>Wave 3</p> <p>Access to and support from Occupational Therapist (OT) and/or Physiotherapist and/or Vision/Hearing Impairment advisor</p>

1:1 support where necessary
Space/time and resources provided for therapy
Possible EHCP assessment request

7. Adaptations to the curriculum and learning environment

At St John's School, we make the following adaptations to ensure we meet all pupils' needs:

- Differentiating and adapting our mainstream curriculum to ensure all pupils can engage, learn and achieve. For example, by grouping, 1:1 work, adapting our teaching style
- Adapting our resources and staffing to meet the needs of all children
- Using recommended aids, such as personal devices, visual timetables, larger font texts
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and so on
- Use of seating such as individual workstations and seating children with visual or hearing needs at the front of the class

8. Additional support for learning

The Special Educational Needs Coordinator, SENCo, at St John's School is the Deputy Head Teacher Hayley Warren. She works with children, staff and outside agencies to plan the best level of support for children so that they can achieve their very best before moving onto their next setting.

At St John's School we have learning support assistants (LSAs). Some of these members of staff are trained to deliver individual interventions such as Inference Training, Better Reading and phonics.

Support staff will work with pupils on a 1:1 basis if they have an Education, Health and Care Plan that has identified specific support that the child will need. They may also take individual children that have been identified by the class teacher for a short period of intervention to address a specific area of learning. At St John's 1:1 support does not always mean your child will work with the same member of support staff every day. Your child will know a key group of adults who support them and this can/will change throughout the year.



We work with the following agencies to provide support for pupils with SEN:

Speech and Language Therapy

In addition to the support given by the NHS Speech and Language Therapists, we also employ our own Speech and Language Company, Springboard. Springboard therapists deliver therapy to our children who need a more intensive approach. Springboard work with the class LSAs and offer training so that they can deliver interventions as well as the NHS therapists. Our current NHS link therapist is Katie Budgell.

Educational Psychology

Our school's current E.P is Nicole Harris from Portsmouth City Council

We also work alongside:

- Visual/Hearing Impairment Specialist Teacher Advisors
- Occupational Therapy
- Neurodiversity Team 0-19
- CAMHS
- MHST

- Physiotherapy
- MABs

9. Expertise and training of staff

Our senior leadership team have built excellent relationships with the families at St John's, who they know very well. They are highly skilled and very experienced. Training for staff is planned in school and through outside agencies regularly, to ensure that we can best support children with SEN so that they reach their maximum potential.

10. Securing equipment and facilities

We take advice from outside agencies as to specific equipment that might be needed to support our children and ensure they have what is required. We are a small school (without intervention rooms) and therefore use corridor areas to create workstations and intervention spaces.

11. Evaluating the effectiveness of SEN provision

At St John's School, we evaluate the effectiveness of our provision for pupils with SEND by:

- Reviewing pupils' individual progress towards regularly
- Reviewing the impact of interventions after a specified number of weeks
- Using staff, pupil and parental questionnaires
- Monitoring teaching and learning
- Holding annual reviews for pupils with Education Health Care Plans that involve the child, parents, staff and all outside agencies that are involved in supporting the child

12. Ensuring that all children, those with and those without SEN are able to fully participate in school life

St John's has a distinctive Catholic identity, with Christ at the centre. Our extra-curricular offer and school trips are available to all our pupils. All pupils are encouraged and supported to take part in our residential trips. All pupils are encouraged and supported to take part in sports day/school productions /class workshops/worship/choir. All children are able to take part in these subject to a risk assessment.

For more information, please refer to our schools Accessibility Plan that can be found on the school website.

13. Support for improving emotional and social development

At St John's School all staff work together to educate and celebrate the whole child as an individual, preparing them spiritually, morally, physically, socially, intellectually and emotionally for their future lives. We provide a firm and consistent framework for behaviour and encourage children to take responsibility for themselves.

Our Emotional Literacy Support Assistant (ELSA) Charly Stevens, provides emotional support to children with identified needs. The ELSA and class LSAs can work with children individually or in small groups to explore areas such as grief, resilience and difficulties with social skills.

14. Working with other agencies

We have a strong working relationship with external agencies and work in partnership with them. We will use the expert advice of these agencies to guide us in supporting children with specific needs. All referrals to external agencies are made through the SENCo, Headteacher and Deputy Head Teacher in agreement with parents and carers. External agencies who support our school are:

- Neurodiversity Team
- Educational Psychologist
- Speech and Language Therapy
- Occupational Therapist
- Physiotherapist
- Hearing/Vision Impairment Teacher Advisors
- Multi Agency Behavior Support (MABS)
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- MHST
- Portsmouth Virtual School

15. Complaints about SEN provision

Please see the procedure for handling complaints from parents with children with SEN, which can be found on the school website.

Questions and minor concerns from parents and carers about SEN provision in our school should be directed to the class teacher in the first instance. Parents can then arrange a meeting with the SENCo if required. If complaints or concerns are not resolved then parents can contact the SEN Governor via the School Office. Please refer to the schools Complaints Policy for more information.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details of support services for parents of pupils with SEN

Portsmouth Parent Voice is an active charity supported by the Local Authority. It aims to help parents access the support they need, through advice, workshops and meeting other families with children with SEN. You can find more information by going to:

www.portsmouthparentvoice.org

Portsmouth Parent Voice Facebook

Portsmouth SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) provides free, confidential, and impartial advice to:

- Parents/carers of children and young people (0–25) with SEND
- Young people aged 16–25 with SEND

They help families understand their rights, navigate education, health and social care processes, and make informed decisions. Their team is trained in SEND law and works independently from schools and the local authority.

17. Contact details for raising concerns

Please contact the school office on: admin@stjohns.portsmouth.sch.uk

18. The local authority local offer

For more information about the citywide offer for SEN, please go to www.portsmouthlocaloffer.org or follow the link on our school website.