



# Read St John's C.E. Primary School SEN Information Report.

March 2025

**Name of the Special Educational Needs / Disabilities Coordinator:**

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**The kinds of SEND we provide for.**

*"Sowing the seeds of tomorrow; Growing in the Light of the Lord."*

Read St John's CE Primary School is a mainstream one form entry primary school catering for children from 4 to 11 years in our 7 reception to year 6 classes.

At Read St John's CE Primary School we believe that all children are unique and learn in different ways. Some children may have specific SEN needs and we support these children in a variety of ways to ensure that they have access to a broad and balanced curriculum. The Code of Practice 2014 outlines 4 main areas in which children may have needs:

**Communications and interaction.**

We have several pupils who experience speech and language difficulties. There is a great emphasis on development of speech sounds and appropriate vocabulary with our younger children as we feel that early identification, intervention and support can often alleviate problems. We work closely with Speech and Language Therapists and carry out follow up work and provide support as necessary.

**Cognition and learning.**

All children have access to high quality first teaching and work is effectively differentiated in each class to meet the needs of all learners. Some children have Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. A range of interventions are run throughout the school to support children's needs and to encourage each child to fulfil their potential. If appropriate the SENCo will seek advice from specialist teachers as well as Assessors and Educational Psychologists.

**Behaviour, emotional and social development.**

Some of our children experience difficulties in their social and emotional development which results in them requiring additional or different provision. We support these children through our social skills groups as well as working with our ELSA trained High Level Teaching assistant (HLTA) who runs Nurture sessions. If necessary, we involve outside agencies such as CAMHS, Child and Family Wellbeing Services, the school nurse, Dr Barnardo's and HARV.

**Sensory and/or physical and medical conditions.**

We work closely with outside agencies to provide any support for children in our school who have sensory or physical difficulties and make adaptations to the curriculum or environment when required to make lessons and learning opportunities accessible to them. We aim to provide an inclusive learning environment and review the strategies and arrangements in place to meet the needs of current and future pupils.

**How does the school know if children need extra help and what should I do if I think my child has special educational needs?**

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At Read St John's CE Primary School we firmly believe in considering the needs of the whole child. If the pupil is able to make good progress using an additional and different resource (but would not be able to maintain this good progress without it) we will identify the pupil as having an additional educational needs (AEN) and requiring support, boosting or intervention. If the pupil can maintain good progress with the additional and different resources, he or she will not be identified with special educational needs however if the child continues to struggle or not make progress it will then be necessary to reassess all the information. When all the information has been considered and a child has been identified as needing SEN support, they will be put on the school SEN record.

Pupils are only identified as SEN if they do not make adequate progress once they have had intervention or adjustments and good quality personalised teaching. Teachers at Read St John's CE Primary School are, in accordance with the SEN Code of Practice 2014, responsible for providing a curriculum with an appropriate level of challenge and are therefore responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality differentiated teaching will be the first step in responding to pupils with difficulties.

These children highlighted as having barriers to learning, being below age expectations or class expectations are provided with booster intervention or support. If, after a term of this support, these AEN (additional educational needs) children are continuing to struggle they will then be moved to the SEN register. Action to remove barriers to learning will be implemented and effective special educational provision will be put in place.

The Code of Practice 2014 defines SEN as follows: "A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." At different times in their school life, a child or young person may have a special educational need. It is very important that SEN is identified at an early stage.

All teaching staff regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of underachievement. We gather information to support such early identification in a variety of ways, this includes:

- Liaison with previous school or nursery setting.
- Identification by the class teacher through observation of behavioural or emotional difficulties.
- Concerns raised by a parent.
- Medical issues identified by a health professional.

- Issues identified by an external agency.
- Whole school tracking system for early identification of children who are underperforming and who require additional support.

Teachers, in liaison with the SENCo, continually monitor and review these children and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils. If a child's performance is falling below national expectations and they fail to make adequate progress, despite differentiation; different opportunities and alternative approaches to learning being used within the classroom, the class teacher will complete an 'Initial Concern' sheet detailing the areas of concern. A decision will be made together as to the intervention required and the level of provision to be provided. School, in consultation with the parents, will place the child on the SEN Support register.

At this stage of the graduated approach (Assess, Plan, Do, Review) support may involve:

- Extra help from the class-based teaching assistant.
- Small group support out of class.
- Individual support out of class.
- Alternative resources such as ICT access, sloping boards or visual prompts

A Pupil Profile will be completed, and a Targeted Learning Plan will be drawn up which will give the child manageable targets. The class teacher is responsible for setting SMART targets (Specific, measurable, attainable, realistic and timely). After each term, progress is reviewed and regular dialogue between teachers, teaching assistants and the SENCo take place. During these dialogues, pupils of concern are discussed and progress/provision of all children on the SEN Register is discussed in detail in order to inform future provision and priorities. Following this, the SENCo may liaise with the relevant outside agencies. This would determine whether any further formal assessments need to be carried out in order to identify key areas to target and to evaluate the effectiveness of any interventions that are put into place. These assessments could be repeated following an intervention programme to evaluate whether progress has been made.

Medical issues are first discussed with the parents/carers. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult Ms Fran Agar, Headteacher (DSL), Mrs Joanne Shaw (Deputy DSL) or Mrs Susan Lee (Deputy DSL).

#### **What arrangements does the school make for consulting with children with special educational needs and disabilities about - and involving them in - their education?**

As part of our usual teaching arrangements, staff discuss a child's strengths, attainment, areas for development and targets with them on a regular basis.

If children are recognised as having special educational needs their Targeted Learning Plan will be discussed with them and their views added to this as well as their signature once they have discussed, understood and agreed it all with their class teacher.

In this way it is hoped children will feel not only involved but empowered to progress and achieve with the right support and information and understanding.

#### **What arrangements does the school make for consulting with the parents & carers of children with special**

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### **educational needs and disabilities and involving them in – their child's education?**

At Read St John's CE Primary School we always endeavour to work closely with parents, taking into consideration their views and feelings, and responding accordingly where appropriate, to support and enhance the education of their child. 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 (AEN intervention), this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated during pupil progress meetings. Information will be shared with parents at Parents Evenings in October and February as well as via a written end of year report in July.

When a child is put on the school SEN record or any change in identification of SEN is made, parents are notified, and this record is reviewed three times a year. After identification 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.

If following this normal provision improvements in progress are not seen and the cycle of Assess, Plan, Do and Review has been implemented, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better.

Parents of a child with a special educational need will be invited to contribute to assessments, planning, reviews and discussions with the school around progress of their child at least three times a year in TLP review meetings and where appropriate, Team around the Family (TAF) meetings. In addition to this, parents of pupils with an 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.

The school has an 'open door' policy and parents are always welcome to call in school at any time to discuss any matter relating to their child's progress with Ms F. Agar or the Class Teacher. Appointments may be made for longer meetings. Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCo. The SENCo is available via email to discuss issues, concerns or ask questions and is also available at school on Wednesday afternoons to discuss any issues.

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

Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups. Planning and teaching will be adapted daily, if needed, to meet your child's learning needs and increase your child's access to what is on offer.

### **How accessible is the school environment?**

The Disability Discrimination Act as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Our Accessibility plan is available to read on the Schools' website as well as upon request from the School Office. As a school we:

- We ensure that equipment used is accessible to all children regardless of their needs.
- The school hall and key stage 1 classrooms are accessible to children with physical disability via a ramp.
- The school has a disabled access toilet accessible from key stage 1 classrooms and the hall.

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## How are the school resources allocated and matched to children/young people's special educational needs and

### disabilities?

#### How is the decision made about the type and quantity of support my child/young person receives?

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less'. At Read St. John's CE Primary School our priority is to ensure that all children, including children with SEN have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

**Assess:** The class teachers and if necessary, the SENCo or professionals from external agencies, assess the needs of the individuals.

**Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

**Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.

**Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made. A small number of children may require specific adaptations to the learning environment. Examples include the provision of modified equipment, individual workstations, task ladders, picture cards etc. Through consultations with teachers, TAs, parents, children and Headteacher, the SENCo makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEN within the school. Teaching Assistants are allocated carefully according to their skills.

Children's progress is measured, at least termly by the Senior Leadership Team (SLT) during Pupil Progress Meetings with the class teacher, to inform the level of provision which is required. School Governors are also involved in the monitoring process. PIVATs are used to assess children with SEN, which measures their progress in small steps. Adjustments may be made to their 1-1 support/intervention programmes as their needs change. The SENCo monitors progress throughout the year and reviews the SEN register termly. We believe that children should play a major part in the target setting process and are involved in planning and evaluating their IEP's. Teachers and TA's regularly discuss targets with pupils and encourage them to take ownership of them. We also hold progress meetings at the end of the school year. The Class teacher will be joined by the teacher from the year above, whose class the child will be joining the following academic year. If a child is transferring to another school, then the relevant person from there attends a transition review. All adults who work with these children, including parents, are also invited to express their concerns for the future. All children in school are on a tracker to show attainment and progress. These are updated with new assessments each term.

### **How will both you and I know how my child is doing and how will you help me to support their learning?**

Each child's progress is continually monitored by his/her class teacher.

Their progress is reviewed formally every term and a level given in reading, writing, numeracy and science of below age expected, age expected or above age expected for their age group. Progress in other areas is also monitored as appropriate, such as attendance, engagement in learning and behaviour.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Children on the SEN Record will have a Provision of Pupil Progress (POP) which will be reviewed with your involvement, at least termly and half termly if considered appropriate for your child and a plan for the next term made. These plans outline the ways in which school, the child and parents can support a child's learning and help them reach their targets.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

A range of ways will be used to keep you informed, which may include:

- Home/school book
- Seesaw app
- Parent consultation evenings held in Autumn and Spring term
- Letters/certificates sent home from celebration assembly held every Friday
- Additional meetings as required
- Reports which are sent home at the end of the summer term

### **What training have the staff supporting children with SEND had or may they have?**

#### **What specialist services or expertise are available at or accessed by the school?**

The SENCO's job is to support the class teacher in planning for children with SEND. She attends a cluster meeting every term to keep abreast of the requirements, changes and expectations of their role. They also have close links with Elle Macro, a Lancashire trainee Educational Psychologist and attends the termly EP cluster meetings.

Each weekly staff meeting has SEND as an agenda item and the SENCo disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, STEPS and Sensory service or medical/health training to support staff.

All staff have undertaken relevant First Aid or Paediatric First Aid training. School works closely with Healthcare professionals and accesses relevant training periodically for asthma and epipen according to the needs of the children in school at any one particular time. The School Nurse comes into school regularly to liaise regarding specific Health Care Plans for individual children. School also takes advice from external agencies including IDSS and Speech and Language to provide appropriate support for our pupils and staff.

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### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

If a child with SEN is starting at our school in Reception the SENCo will attend the nursery visit with the Foundation stage teacher. Extra transition visits to school, home visits, visits to nursery as well as a school welcome book to encourage familiarity with staff and the setting over the summer have all been arranged in the past to support transition and are available if deemed suitable for an individual child. This transition would be managed by the SENCo with the Foundation staff and the child's assigned key worker.

Before a child with SEN moves to the next class each September the class teachers, current and future, meet to discuss each child's attainment, needs and any extra provision or support required to help fulfil their potential. This ensures all staff are fully aware and informed to cater for the needs of all children in their class from day 1. A transition meeting with parents is also often held in the summer term to enable parents to feel reassured and at ease about their child's needs being met.

When a child is in Year 5 it is a requirement for them to apply for the school of their choice. Once we have received notification of the secondary school selected the SENCo will make transition arrangements. At Read St John's CE Primary School we have close links to our secondary schools, and we work closely with the SENCo in these settings to ensure a smooth transition takes place. This may involve extra visits, attending Wednesday evening club (Shuttleworth) or transition work on school awareness, map work, pre learning lesson vocabulary etc. Secondary school SENCos are invited to review meetings in Year 6 and paperwork is passed to them in July as the children leave our school.

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

At Read St John's CE Primary School we have a variety of extra-curricular opportunities run by teachers and Mr Gavin our PE specialist. These include choir, homework and football club. We believe that all children are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all wherever possible.

We also arrange, throughout the year, a variety of trips and excursions to places and events which support and develop the curriculum as well as enhancing and enriching the children's experiences. These trips include farm visits, museum trips to see Egyptian artefacts, role playing a Victorian child at the seaside or a child in a stately home at Christmas, visits to RSPB wetland areas, a residential visit to Winmarleigh Outdoor Adventure, Stone age events at an Outdoor education centre and whole school visits to the theatre. To enable access wherever possible we cater visits for the needs of the cohort as well as tailoring suitable staff to meet the needs of the group.

We have a variety of staff working as supervisors at lunch time and these are all members of staff from school and therefore have good knowledge of the building, staff, children and their needs. This also provides a consistency for those children who struggle with changes to routine and staffing.

The school has wrap around before and after school care provided by Blooming Buds.

### **What support will there be for my child's overall well-being?**

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At Read St John's CE Primary School we pride ourselves on caring about the whole child.

Each staff meeting has an agenda item to discuss Pastoral care.

We have an ELSA trained HLTA who provides weekly timetabled nurture sessions as well as impromptu support for those who need it.

We have a Positive Handling Policy to outline strategies to keep staff and children safe situations when their behaviour is becoming difficult. We also have a Personal Care Plan Policy which is signed and discussed with parents whose children need a more personal level of care eg help with toileting, changing nappies or dressing and undressing. These two policies have been read and discussed by all staff in order to ensure a safe, consistent approach of care.

Medication can be given at school staff however a parent must discuss this with a member of staff and sign a form to give us permission to administer stating details of the type of medicine, dosage needed, time to be given and sign this before we can do so.

The school follows its Behaviour Policy which all staff have read and agreed in order to maintain a consistent approach. The Headteacher is in liaison with the attendance team to improve attendance.

At Read St John's CE Primary School we work hard to ensure the safety of all children. We follow the Bullying Policy and report all incidents to be dealt with quickly and seriously.

Children on the SEN Register are encouraged to take on roles and responsibilities across school in the same way as any other child.

### **How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?**

The POPs are child friendly and class teachers discuss and complete these with each child on the SEN record. These agreed targets are shared with parents and all staff working with the child.

The Senior Leadership Team (SLT) and SENCo monitor the progress of all children every term, using the tracking system Insight to measure the amount of progress made by each individual. This data analysis informs the data staff meeting where classes, intervention, support, impact and progress are discussed, altered and tailored to meet needs. Provision maps are used to show what interventions are in place across the school. The impact of these are also evaluated as part of this process.

Regular monitoring and evaluation is also done through:

- Reviewing and updating the children's Targeted Learning Plans (TLPs).
- SEN book scrutiny.
- Pupil progress meetings.
- Tracking with Insight
- Annual reviews with parents, child and outside agencies if applicable.

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**How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?**

If children fail to make progress, despite targeted, reactive intervention over time, outside agencies may be requested, with the parents' consent.

This may include:

- Services from the Local Authority.
- Speech & Language Therapy Services.
- Occupational Therapy.
- Physiotherapy.
- Educational Psychologist.
- Health services such as a paediatrician.

These outside agencies will be contacted by the SENCo, GP or the Parents and will work with the child in and out of school on individual programmes. These professionals will also be invited into annual reviews to meet with the parents or carers. Some children will require specialist, termly visits from outside agencies and these will be arranged, whenever possible, within school time.

**What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?**

If you have any questions or concerns about any aspect of your child's learning the SENCO will try to help and is always available via email: [s.toomey@read.lancs.sch.uk](mailto:s.toomey@read.lancs.sch.uk). We have an open-door policy and all teachers value the cooperation of parents.

Should parents/carers wish to make a complaint with reference to Read St John's CE Primary School Local Offer they are advised to refer to:

- Associate **SENCO**: Mrs S Toomey is available by telephone 01282 771065, email [s.toomey@read.lancs.sch.uk](mailto:s.toomey@read.lancs.sch.uk) or in person – please make an appointment.

- **Headteacher**: - Ms Fran Agar

Ms Agar can be contacted via telephone 01282 771065 or email [head@read.lancs.sch.uk](mailto:head@read.lancs.sch.uk)

- **SEN Governor**: Mrs Lunne Royle Contact via the school office.

### Where can I find the contact details of support services for the parents of children with SEND?

At Read St John's CE Primary School we encourage you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things and can share what is working in both places.

The SENCO and class teacher are available to meet with you to discuss your child's progress or any concerns/worries you may have.

If you have any questions or concerns about any aspect of your child's learning the SENCO will try to help and is always available via email: [s.toomey@read.lancs.sch.uk](mailto:s.toomey@read.lancs.sch.uk)

The termly FIND newsletter is available to all and includes many useful articles, support groups, courses etc which parents of children with SEND may find useful.

A representative from SENDIAS (SEND Information advice and support) can be contacted through a referral form [https://lancashire-self.achieveservice.com/service/Parent\\_Partnership\\_Service\\_Referral\\_Form](https://lancashire-self.achieveservice.com/service/Parent_Partnership_Service_Referral_Form) or phoning Tel: 0300 123 6706 or emailing [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk) They can provide free, impartial and confidential help and support for families with children with SEND.

### Where can I find information on where the local authority's local offer is published?

Our Local Offer is on the SEN information page of our school website – <https://read.lancs.sch.uk/parentinfo/sen-information>

The Lancashire County Councils Local Offer can be found at - <http://www.lancashire.gov.uk/send>