

Read St. John's Primary School

Special Educational Needs and Disability (SEND)
Provision Guide for Parent/Carers

Who makes the decision about how much support my child receives?

How will St. John's support my child?

What curriculum will my child be taught?

How does St. John's know that my child needs extra help?

What should I do if I think my child has special educational needs?

What does ST. John's offer for the well being of my child?

How will St. John's help with transitions within school initially and later to a new school?

What specialist services and expertise are available at St. John's?

How will my child be included in activities outside the classroom including trips?

What role does the SENDCo play at St. John's?

What training have staff at St. John's had to be able to Support my child?



How does Read St. John's School know that my child needs help?

- ▶ All teachers at Read St John's School provide **quality first teaching** and are supported to adapt their teaching to meet the needs of children with additional needs.
- ▶ Some children require special educational provision beyond high quality adaptation, which is **additional to or different from** that made for others of the same age.
- ▶ Assessment for Learning allows us to gain essential information on abilities, progress and achievements via:
 - ▶ Teacher/Head/ SENDCo staff observations
 - ▶ Marking of Work
 - ▶ Half termly/termly assessments
 - ▶ Reviewing strengths and difficulties
 - ▶ Specialist SEN standardised assessments
 - ▶ External Agency Assessments

Who makes the decision about how much support my child receives?

- ▶ When a child joins our school, the SENCO (Special Educational Needs Coordinator) will note any identified SEND and seek to liaise with parents / carers, previous schools, previous agencies involved.
- ▶ The class teacher and SENCO will discuss any pupil concerns together
- ▶ A graduated response will be implemented through Assess, Plan, Do, Review
- ▶ If appropriate, the child will be placed on the school's SEND register

- ▶ Intervention will vary depending on the child's needs. The main areas of focus are:
 - ▶ Class support
 - ▶ Cognition and learning
 - ▶ Speech, Language and Social Communication
 - ▶ Social, Emotional and Mental Health
 - ▶ Physical / sensory Support

How will Read St. John's School support my child?

- ▶ Read St John's School ensures that **quality teaching** is our first priority, **adapting** accordingly to meet the needs of the children
- ▶ Support is given through the **type of task**, differing levels of **scaffolding** or **resources** used
- ▶ Support can be as simple as a writing frame with an example answer or the use of specialist equipment, specific learning programmes or interventions
- ▶ **Working with professionals** with specialist training such as speech and language therapists , advisors for visually impaired pupils, specialist teachers, Educational Psychologists etc
- ▶ Specific targets are set to meet the child's needs, that are discussed with parents/carers and **together** we plan the next steps

What curriculum will my child be taught?

- ▶ We teach a varied and exciting curriculum, rooted in the importance of the core subjects: English, Maths and Science. We offer a unique creative approach to providing enrichment opportunities for our young people through access to the Arts, sport and other skills.
- ▶ Through our curriculum, assemblies and the school ethos, pupils are taught PSHE
- ▶ Our SEND support structure offers additional programmes to support:
 - ▶ Social and communication skills
 - ▶ Emotional Literacy
 - ▶ Awareness in the community
 - ▶ Friendship groups
 - ▶ Time to talk
 - ▶ Fine and gross motor skills groups
 - ▶ Computing

What does Read St John's School offer for the well-being of my child?

- ▶ We have a Pastoral Support Team that includes:
 - ▶ Designated Safeguarding Leads
 - ▶ Access to Mental Health Champions in school
 - ▶ Qualified First Aiders
 - ▶ School Nurse
 - ▶ District 11 inclusion Hub Support Service
 - ▶ Staff trained to deliver support for ELSA
 - ▶ Attendance Officer

What specialist support and expertise does Read St. John's have access to?

- ▶ Behaviour Support
- ▶ Social Care
- ▶ Specialist Teacher Advisor for Visual Impairment
- ▶ Specialist Teacher Advisor for Hearing Impairment
- ▶ Speech and Language Therapy (SALT)
- ▶ Occupational Therapist (OT)
- ▶ Educational Psychiatrist (EP)
- ▶ Children and Young People's Wellbeing Service (formally CAHMS)
- ▶ Specialist Autism Teacher
- ▶ Exams Access Arrangements Assessor
- ▶ ADHD Northwest
- ▶ Action 4 ASD

What training have staff at Read St. John's School had to support my child?

- ▶ Our staff are highly trained. We work closely with specialists who train, guide and advise us so we can deliver the best support for children with SEND
- ▶ We have staff trained to deliver support with:
- ▶ Learning difficulties (including Dyslexia)
- ▶ Emotional literacy
- ▶ Autism
- ▶ Speech and Language
- ▶ Hearing/Visual Impairment
- ▶ Working Memory deficits
- ▶ Anger/Anxiety Management
- ▶ Behaviour Support

How will my child be included outside the classroom, including trips?

- ▶ We want all of our children to benefit from the education we offer, this includes taking part in school trips
- ▶ Where appropriate for children with SEND, additional risk assessments will be carried out prior to the trip
- ▶ Where it is beneficial for a parent to attend alongside their child with SEND, we will approach them at the planning stage
- ▶ Where appropriate, extra members of staff will attend trips to provide additional support

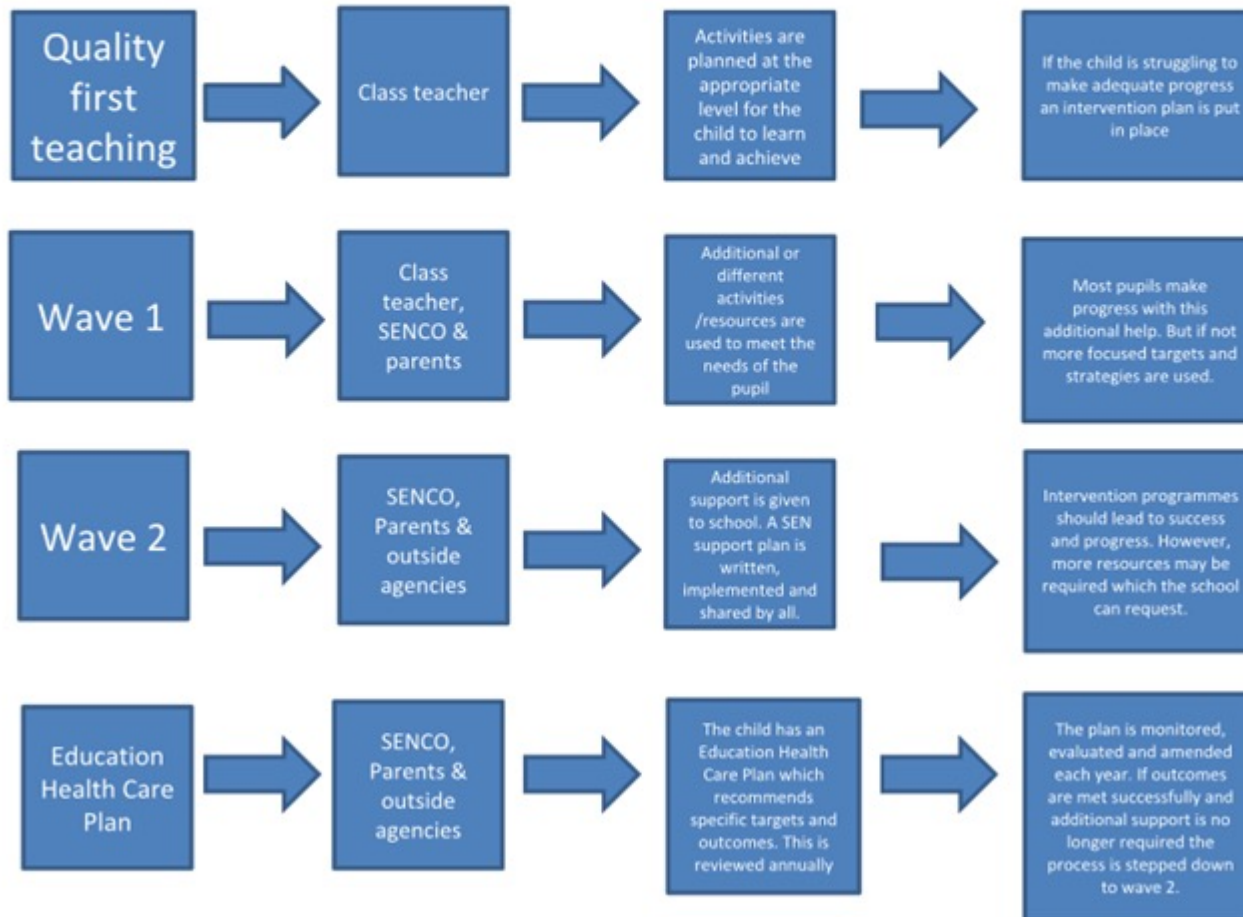
How will Read St. John's School help with transitions to the school and moving on to high school?

- ▶ Your child's needs are paramount. In order for your child to be happy at school, they must feel safe and secure. To ensure a smooth transition, preparations include:
- ▶ Preliminary visits with a known adult. This includes a guided tour of the school, a chance to meet senior staff, teaching staff, members of the SEND team as well as current students
- ▶ A suitable transition program depending on needs
- ▶ Parent and external agency involvement if required
- ▶ Resources in place or adaptations to the environment
- ▶ Sharing of SEN documents
- ▶ Parent visits with / without you child

What should I do If I think my child has additional needs?

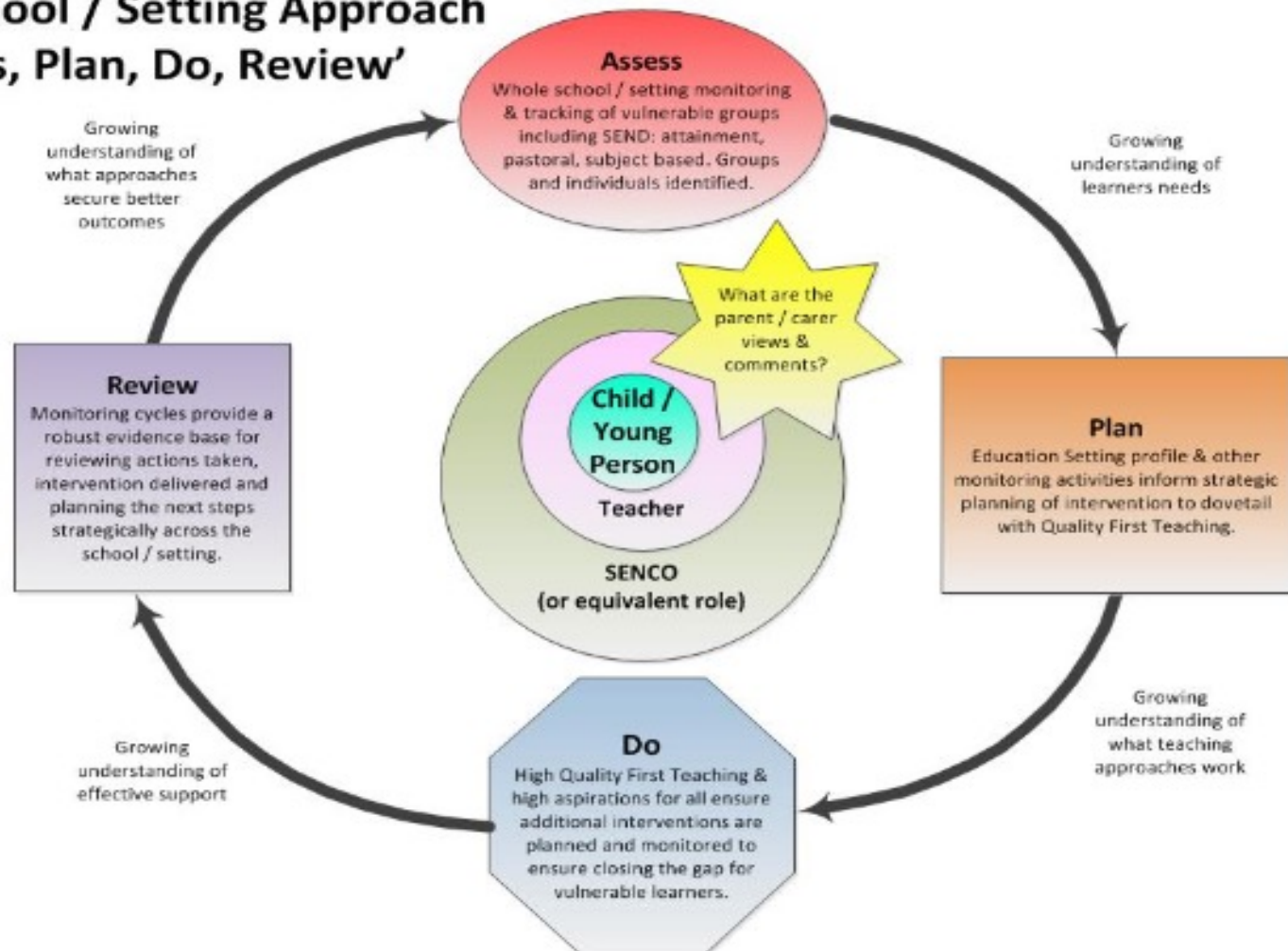
- ▶ Please talk to us. We have your child's best interest at heart and we want them to succeed. Working in partnership and building strong relationships with our pupils and their parents, allows us to better support their needs.
- ▶ First point of call is to talk to your child's **class teacher**, who will then be able to make a referral to the SENDCo. If you require more information, an appointment can be arranged with the SENDCo.

Read St John's Graduated response for Special Education Needs



A Graduated Approach is a 4 part cycle (Assess, Plan, Do, Review) which allows decisions and actions to be reviewed and refined as the understanding of the learners needs and what supports them in making good progress and securing good outcomes grows.

Whole School / Setting Approach 'Assess, Plan, Do, Review'



What does the SEN Code of Practice 2014 say about record keeping?

- ▶ It is for schools to decide their own approach in record keeping for SEN pupils.
- ▶ The provision made for SEN pupils should be recorded accurately and kept up to date.
- ▶ OFSTED will expect to see evidence of pupil progress, what outcomes are expected and a well informed approach to the monitoring and evaluation of the SEN support provided.
- ▶ Schools should record:
 - ▶ Additional or different provision for the pupil
 - ▶ Accurate information about the pupil's SEN
 - ▶ The provision provided for the pupil including teaching strategies and the impact of this support
 - ▶ Any involvement of specialists and when

This information should be shared readily with parents and be accessible to them.

We record this information in a POP...

- ▶ A POP is short for Pupil Overview of Provision
- ▶ It contains:
 - ▶ your child's information about their strengths and challenges,
 - ▶ the professionals involved in your child's care,
 - ▶ The support in place for your child:
 - ▶ In the classroom
 - ▶ In groups including interventions they take part in
 - ▶ On an individual basis
 - ▶ A review of the support in place for each term of the year by the adults in class, yourselves and your child
 - ▶ Your child's attendance will also be recorded on the document as well as their attainment through the year
- ▶ The POP is a working document which means it is constantly changing throughout the year

Name: Joe Bloggs					DOB: 6.7.16	Year: 1	SEN status: SEN support
ASSESSMENTS	Sum 22	Aut 22	Spr 23	Sum 23	Important dates		
Reading	Phase 2/3 Pre key stage						
Writing	Pre key stage				E of C: 1/1/1	Parents notified: September 2022	
Maths	Pre key stage				SEN Register:	CAF no: n/a	

Area of Need	Strengths:	Difficulties:
Cognition and Learning (CL)	<ul style="list-style-type: none"> • Good at discussing • Good at selecting his own resources 	<ul style="list-style-type: none"> • Can find it hard to listen and concentrate during the whole input of lessons. This can involve daydreaming or looking at something else in the classroom. • Can ignore simple instructions that have been told and then get these instructions wrong. • Can sometimes get overwhelmed by simple tasks which have been explained numerous times.
Communication and Interaction (CI)	<ul style="list-style-type: none"> • Good at discussing some learning in the classroom when engaged with teachers on 1:1 • Some contributing to class discussions when directly questioned by teacher. • Seen playing with others on the playground. 	<ul style="list-style-type: none"> • Poor concentration span. Scribbles to 'do something'.
Social, Emotional and Mental Health (SEMH)	<ul style="list-style-type: none"> • Can be very calm when set off with activities in class, for a short period of time. This is usually when she knows what she is doing and when she knows that he can do these tasks independently. • Very happy with having a set routine in the class: visual time table. 	<ul style="list-style-type: none"> • Can become distant if there is a task or activity in class that she does not understand and will wander off to play.

Autumn Term 20XX

Wave 1: Quality First Teaching	Group Intervention	Wave 3: 1:1 Support
<ul style="list-style-type: none"> Sat with adult support in most lessons. Has catch up and keep up phonics sessions. Use of concrete materials in Mathematics, number lines and squares Visual reminders Writing frame 	<ul style="list-style-type: none"> Guided Reading focus on phonic recognition and prosody 15 mins x3 weekly in group of 3 with TA or T A focus on fine motor tasks and letter formation . Directed to these daily. activities. TA and Teacher support in English and Maths daily. 	<ul style="list-style-type: none"> 1:1 reading for 10 mins with Tch Supported by an adult during English and Maths activities.

Attendance: 92%	IEP Target 1: To use powerful adjectives one or two per paragraph. (Writing) Seen in independent writing 80 % of the time by End of Autumn 2022	IEP Target 2: To recall the three- and six-times table facts. (Maths) To score 20/24 on weekly <u>Timesa</u> table rock star tests by the end of Autumn 2022	
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Review date: 1/1/1	Reviewed by: Mr Teacher
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<p>What worked:</p> <ul style="list-style-type: none"> Continuation of 1:1 reading with the teacher in class has been successful. Joe has become much more confident with his reading. He is becoming much more fluent and is stumbling on less words when reading. He also understands much more about what the book or text being read is telling him. Continuation of Joe being part of a focus group in class for guided reading has continued to boost his confidence. He has been able to read, discuss and decipher the text more within a small focus group. This has made him much more independent in comprehension tasks. Continuation of providing good modelling of sentence structure, teacher support, spelling prompts as well as providing word banks/mats in class have helped Joe to form better ideas as well as sentence structure in his writing. He is thinking much more for himself and is writing pieces much more independent and with a lot more confidence. Joe has been trying really hard to join up his handwriting. This will be an ongoing process during the spring term. Continued focus on formation when joining letters. 	<p>What hasn't worked:</p> <ul style="list-style-type: none"> Joe needs to practice checking work that he has written and edit sentences he has written as they can sometimes not make sense. Teacher to speak to Joe about this during the Spring term. More repetition needed on times tables. Joe learns really well through memory. Enforcement of flash cards. Even greater use of concrete materials in Mathematics for Joe to use as still struggling with place value and number. 	<p>Next steps:</p> <ul style="list-style-type: none"> Continuation of 1:1 reading Continuation of focus group in guided reading to keep boosting confidence in reading comprehension in skills linked to retrieval and inference. Continuation of good modelling of sentence structure and handwriting through first quality teaching. Continued focus on formation of joining letters together. Continuation of access to word banks, mats and precision spelling to keep boosting independence and confidence in writing Regular opportunities for over-learning and repetition to reinforce concepts in Mathematics such as times tables, number and place value. Continuation of daily arithmetic and calculations linked to problem solving and reasoning within Maths. Continuation of concrete materials in Mathematics for Joe to use.
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SENDCo contact info

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https://read.lancs.sch.uk/parentinfo/sen-information/

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Title	Size	Date modified	Download 
 SEN POLICY July 2022	278.83 KB	01-09-2022	Download  Preview 
 SEN Info Report July 22	298.26 KB	01-09-2022	Download  Preview 
 Read St Johns CE Primary School Local Offer July 2022	357.44 KB	01-09-2022	Download  Preview 

If you have any comments or questions about this you can contact me on 01282 771065 or email: senco@read.lancs.sch.uk

Lancashire Local Offer

To access the Lancashire Local Offer follow the hyperlink below.

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Family Information Network Directory (FIND) newsletter

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/>

Important Links

- ▶ **Lancashire Local Offer:** This website is a collaboration between parents and carers of young people with disabilities, young people and Lancashire County Council, to help you find what is available in the area for young people with Special Educational Needs or Disabilities (0-25 years) and how to access a variety of services.
- ▶ [Special educational needs and disabilities - local offer - Lancashire County Council](#)
- ▶ **SEND Code of Practice (2015):** Outlines current government SEND legislation
- ▶ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf