

SEND Information Report

St. John Vianney Catholic Primary School



As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school.

We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.



Our school's approach to supporting pupils with SEND

'He was born blind so that works of God might be revealed in him.'

John 9:3

We value the contribution that every child can make and we are committed to offering a curriculum to ensure the best possible progress for all of our pupils whatever their starting points. We seek to raise achievement by removing barriers to learning and increasing access for all. All children are valued, respected and equal members of the school. Due to our children being very young, on admission we do not expect to fully appreciate or understand their Special educational need. Indeed, often the age of children we cater for means they are undiagnosed. Thus, we welcome all children, regardless of their future needs or diagnoses.

How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



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

1. Assess

One of our foundational principles is equity and for us, following Jesus's description of the workers in the vineyard, this means everyone receives what they need rather than what they deserve. Thus, **our provision follows need**. Not all children in need of support have SEND; some may be lacking in experiences; some may be disadvantaged; some may be disengaged.

We **identify early and respond quickly** in the four broad areas which the code identifies. We have learnt that if practice is developed to **'get it right' for the most vulnerable** then all children benefit, be that through classroom pedagogy or effective intervention. Therefore, the practices we develop and continue to adapt are suited to our vulnerable.

We accept our role as 'gate-keepers' of expected learning and when we recognise this is not happening, we act. Firstly, we register this **concern** and together the class teacher, parents or carers, and SENco will consider adjustments to the curriculum, such as enhanced differentiation and repeated practice. This also begins a learning conversation that impacts classroom and school practice, which means that the child for whom we have a concern is deeply considered and may, be better understood.

Children experiencing difficulties with their learning may be given targeted intervention to accelerate progress in identified areas of learning. We carefully match such interventions and deliver them with fidelity or with regard to EEF guidance on effective intervention.

2. Plan

Where declining attainment or attitude indicates a need, then children receive **'SEN Support'**. Following the graduated 'Assess, Plan, Do, Review' approach, our children with SEND support have an **'Individual Learning Plan' (ILP)** which is reviewed regularly and redrafted twice a year. This specifically details: the strengths that may hint at a means of overcoming barriers to learning; the approaches and interventions deployed in setting; and, the support that can be offered at home.

If declining attainment or attitude is not stabilised by the ILP then **adult support** from a Learning & Care Practitioners (LCPs) can provide targeted learning, behavioural or physical support.

Some children need more formalised and coordinated input incorporating advice from external professionals in addition to provision that we can offer in school. For such children we collect evidence

and make application for an **‘Education, Health and Care Plan’ (EHCP)**. Children with such a plan are supported, with reasonable adjustment, to access the school curriculum. Where and when appropriate, they may be given support to meet the targets specified in their EHCP beyond, in addition to, or replacing elements of the school curriculum.

Targets set out in an ILP or EHCP, building on strengths, are addressed in a range of ways, such as: at the beginning of every day as the child enters e.g. reading to an adult or times tables flash cards; through adapting learning objectives for lessons, where they match their targets, so children learn alongside their peers; by finding time within the subject area where learning objectives are displaced in order to meet the specific need when the targets of the ILP or EHCP are beyond adaptation (for example, the teacher may deliver whole class direct instruction while an LCP leads the SEND child in fluency building towards ILP/EHCP targets, then the teacher delivers direct instruction to the SEND child while the LCP monitors the rest of the class). In the case of learning beyond the ILP or EHCP, children continue to experience a broad and balanced curriculum.

3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children’s needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher’s planning to the needs of those children identified with SEND.

Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.

Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised.

Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this.

We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

Children’s learning is adapted so that they learn with the least amount of adult intervention; the ultimate aim is for children to self-scaffold. Effective scaffolding is achieved through teachers and LCPs having a shared understanding, through on-going conversation about learning, of the success criteria for each child: recognising the series of smaller goals that support progress and only intervening, with the minimum support to effectively scaffold, if the child has not overcome a difficulty independently (given time and space to try).

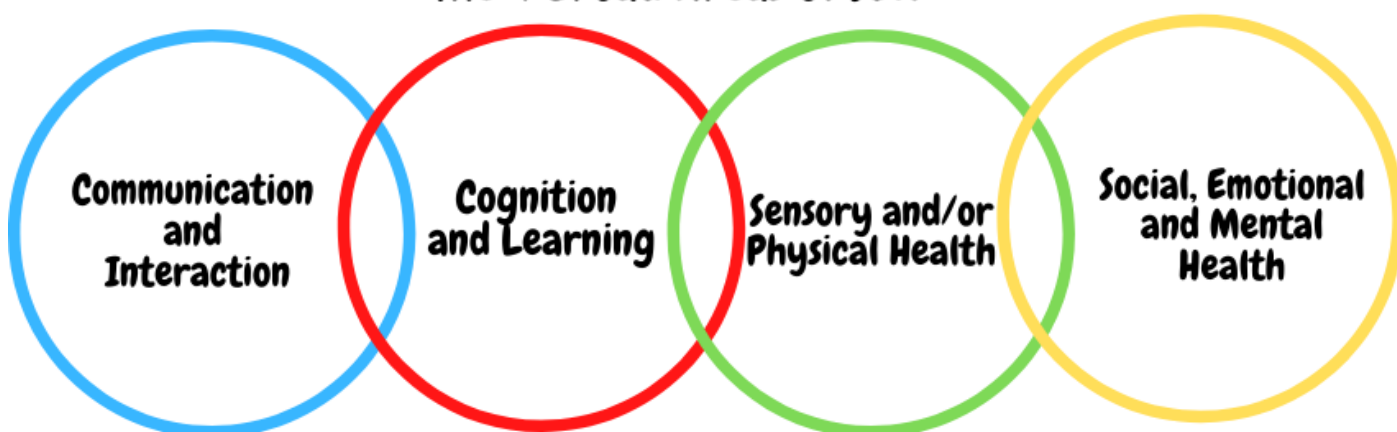
We recognise that success in adult life, starts in the earliest of years, so we ensure that all children belong to social groups in class and across the school (through our ‘Families at School’), develop friendships (by identify potential friends and bringing them together informally) and participate fully in the life of the school and wider community (being seen to play their part). However, for some children, we identify that a ‘curriculum for life’ giving opportunities to develop skills and foster possibility, is necessary if they are to enjoy a rewarding and productive adulthood.

4. Review

All children with SEND experience the school's ordinary approach to assessment, which answers the binary question: can a child? However, the engagement model is used to assess children working below the standard of national curriculum assessments. We track the often-small steps in learning that children with SEND make using a common language enabling moderation (through observation, scrutiny and pupil voice), shared-judgement (consistent meaning and application of criteria), and sharing of good practise.

How will the curriculum at our school be matched to my child's needs?

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

For Children with Communication and Interaction Needs

Whole School, Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) (Wave 2 Intervention)	Specific/Specialised support (according to need) (Wave 3 Intervention)
<i>Could range from but not exclusive to:</i>		
-Access to a spiraling curriculum, designed to address needs of the most vulnerable learners -Full inclusion in all school assessments and tasks. -Clear verbal instructions / explanations which can be simplified along with visual or concrete support. - Visual timetable -Opportunities to work collaboratively with peers and adults	-Nurture / Social / Behaviour groups - Playtime support - NELI language intervention -Write from the start -SJV handwriting programme -Wellcomm screening -Additional assistive technology to aid communication -Parent discussion with SENDCo -Individual Learning Plan/Individual Behaviour Plan	-Referral to the Speech and Language Therapist (SALT) / CAMHS and adult delivery of recommendations -Learning and Care Practitioner (LCP) support if necessary/appropriate -Adapted timetable/ curriculum -Targeted learning resources and equipment -Individual Learning Plan/Individual Behaviour Plan - EHCP assessment if necessary

For Children with Cognition and Learning Needs

Whole School, Universal Quality First Teaching	Targeted support for individuals or small groups (according to need)	Specific/Specialised support (according to need)
(Wave 1 Intervention)	(Wave 2 Intervention)	(Wave 3 Intervention)
<i>Could range from but not exclusive to:</i>		
-Access to a spiraling curriculum, designed to address needs of the most vulnerable learners -Curriculum and age standardised assessments to monitor progress and identify gaps in learning -Use of adapted learning materials responding to needs -Liaison with home to share learning targets	-Build fluency in / consolidation of key skills -Individual Learning Plan/Individual Behaviour Plan -Paired reading -Precision Teaching -Small group support -Targeted phonics/ number group intervention -Targeted literacy intervention. -Dyslexia screening	-Learning and Care Practitioner (LCP) support if necessary/appropriate -Adapted timetable/ curriculum -Targeted learning resources and equipment - EHCP assessment if necessary -Referral to Educational Psychologist -Individual Learning Plan/Individual Behaviour Plan

For Children with Sensory and Physical Needs

Whole School, Universal Quality First Teaching	Targeted support for individuals or small groups (according to need)	Specific/Specialised support (according to need)
(Wave 1 Intervention)	(Wave 2 Intervention)	(Wave 3 Intervention)
<i>Could range from but not exclusive to:</i>		
-A fully inclusive and adapted class / curriculum approach according to individual needs -Audit of environment to consider adaptations and completion of Accessibility Plan -Reasonable adjustments / modification of routine and environment - Support from agencies such as visual and hearing impairment teams	-Write from the Start - SJV handwriting programme -Access arrangements for examinations -Targeted small group intervention. -Individual Learning Plan/Individual Behaviour Plan	-Access and liaison with the Occupational Therapist (OT) -Access and liaison with Physio therapist -Individual Learning Plan/Individual Behaviour Plan -Application for an Education Health Care Plan if needed. -Adult support if required -Access to assistive technology if appropriate -Adapted equipment as recommended by external professionals

For Children with Social, Mental and Emotional Needs

Whole School, Universal Quality First Teaching (Wave 1 Intervention)	Targeted support for individuals or small groups (according to need) (Wave 2 Intervention)	Specific/Specialised support (according to need) (Wave 3 Intervention)
<i>Could range from but not exclusive to:</i>		
- 'Gentle start' provides opportunities for children to talk to adults - Continuity of care - Use of restorative approaches to support behaviour management	- Rainbows group - Now/next boards - Sensory breaks - Visual timetables/support - Alternative arrangements made for examinations	- Referral to Child and Adolescent Mental Health Services (CAMHS) - 1:1 adult support where necessary - School assessments and monitoring to ensure appropriate intervention and access to learning. - Access to alternative curriculum arrangements.

What training is provided for staff supporting children with SEND?

We aim to meet the needs of all pupils and ensure that provision is appropriate. This means that we adapt our support and training schedule to meet the needs of the individual children in the school at any given time. If additional training is required, the SENCO will contact the appropriate body to deliver the training or will train identified staff as required.

At St. John Vianney School we deploy evidenced based interventions and resources to support our pupils. This means that the resources we purchase have previously proven effective in improving pupil performance in a range of schools and settings and the interventions we deploy have evidenced research of their proven effectiveness.

How do we support transition in our school?

Transition within classes/key stages and to new and secondary schools:

As children grow they will make several transitions; this may include moving to a new school, moving to/from a specialist provision school, moving to a new Key Stage or to a new class. We employ many strategies to ensure that these are managed effectively and pupils are sufficiently prepared for such changes. Strategies include:

- Transition meetings to include parents/carers, class teachers, Teaching Assistants, SENCO and all other professionals involved in the transition process;
- Class handover meetings;
- Transition books to give children and parents a clear image of the upcoming changes;
- Visits to new settings with familiar staff;
- Visits to secondary placement schools accompanied by familiar adults.

Where can I get further information about services for my child?

The Local Offer

Hartlepool's SEND Local Offer is available by following this link and gives information on local services and support available for children and young people with SEND.

Other sources of support include:

Hartlepool Community Hub

Here you can find local and national services around things to do, places to go and people to talk to, all in one place. This site is aimed at children, young people, their families and any professionals who may be involved with them.

Contact Details

Telephone: 01429 272905

Email: helping@hartlepool.gov.uk

Website: <https://www.hartlepoolnow.co.uk/pages/home/information-&-advice/you-and-your-community/community-hubs>

Hartlepool SEND IASS

Hartlepool's Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) offers impartial information, advice and support to children and young people with special educational needs and disabilities.

Contact Details

Telephone: 01429 284876

Email: HARTLEPOOLIASS@hartlepool.gov.uk

Website: <https://www.hartlepoolnow.co.uk/pages/home/information-&-advice/family-friends-and-carers/sendiass>

Hartlepool Families First

Hartlepool Families First exists to improve the quality of health and life for children, young people and their families through a range of social, welfare and educational measures.

The organisation's objectives, as stated in their constitution, are: "Provision of therapeutic, educational and stimulating toys and equipment, the preservation and protection of health and the relief of distress within family relationships, in particular but not exclusively by the provision of a support and advice service and the promotion of good parenting practice and skills."

Contact Details

Hartlepool Families First, 6-7 Belle Business Park, Greatham Street, Hartlepool, TS25 1RU

Telephone: 01429 867016

Fax: 01429 818463

Website: <http://www.hartlepoolfamiliesfirst.org.uk>

Hartlepool Parent Partnership

The Parent Partnership Service plays a key role in promoting positive relationships between parents, schools, Local Authorities (LAs) and others. This is important in enabling children and young people with SEN to achieve their potential. Hartlepool Borough Council set up the parent partnership service in order to ensure that parents of children with SEN are fully informed and involved in their child's education. Although the parent partnership service is part of the LA, it operates independently.

The service offers parents and carers the following:

- Independent support and someone to talk to in complete confidence.
- An explanation of matters concerning SEN.
- Information Leaflets about special educational needs.
- Help with filling in forms and expressing views.
- Someone to attend meetings with.
- Information about local support groups and voluntary agencies.

Contact Details

Telephone: 01429 266522

Email: louise.allen@hartlepool.gov.uk

Monday to Thursday 8:30am to 5:00pm. Friday 8:30am to 4:30pm

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught, with their peers, in mainstream classes by their class teacher and study the curriculum appropriate for their age. All teaching staff have a good understanding of the National Curriculum and ensure their planning, teaching and assessment meets the needs of all pupils, including those with SEND. They do this by:

- providing suitable learning challenges;
- providing suitable learning environments;
- meeting the pupils' diverse learning needs;
- removing barriers to learning.

To ensure the school site remains accessible to pupils, parents/carers and staff with disabilities, our school keeps up to date records in our Accessibility Plan.

[Our School Accessibility Plan](#) is available on our website, by following this link.

Activities Outside of School

All activities offered by our setting, including out-of-school-hours learning and/or care are available for all children through adaptation and support.

What to do if you have a complaint, a compliment, or a query.

The school details and relevant contacts

Any questions, concerns or complaints are taken seriously and we find most issues can be resolved informally by talking with your child's class teacher or the school SENCO, Mr Martin Boagey. If the issues are not satisfactorily resolved informally then our complaints procedure can be followed. It is available in the 'Your voice and our response' section of this website or can be obtained from the setting.

Name of school SEND governor.

Mrs. Gillian Proudlock