



St John Boste Catholic Primary School

Special Educational Needs and Disabilities Information Report

April 2023

Sunderland Local Authority (LA) encourages all schools in Sunderland to have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The LA Local Offer

The children and Families Bill will become enacted in 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) ages 0-25. This is the 'Local Offer'. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School Local Offer

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

Key Personnel responsible for SEND at St John Boste School are:

Mrs D Cushlow Head teacher

Mrs L Jacobs SENDCo

Mrs K Atkinson SEND Governor

All can be contacted on **0191 4166200**

The following questions are designed to guide you through the SEND Information Report.

Q1: Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

i) The Class Teacher – responsible for:

- Checking on the progress of your child, identifying, planning and delivering any additional help your child may need (this could be things like reasonable adjustments, targeted work, additional support or small group intervention) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Identifying SEND Ranges, writing support plans, sharing and reviewing these with parents at least once each term and planning for the next term. Adapting teaching and learning for your child as identified on your child's support plan.
- Making reasonable adjustments in class to ensure all children with Special Educational Needs can access the curriculum. Examples of these include coloured overlays, different colour books, sensory toys, wobble cushions and self regulation time.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

ii) The SENDCo – responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating support for children with special educational needs or disabilities (SEND) and support teachers with identifying a child's SEND Range.
- Ensuring that you as parents/carer are:

a) Involved in supporting your child's learning.

b) Kept informed about the support your child is receiving or reasonable adjustments in class.

c) Involved in reviewing how much progress your child is making.

- Liaising with all the other professionals who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Language and Learning, Autism Outreach Team etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible and ensuring staff attend training courses according to the children's needs.
- Applying for Education Health and Care Plans where necessary.

iii) The Head teacher – responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND ensuring their SEN Range has been identified.
 - The Headteacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
 - The Headteacher must make sure that the LGC and multi-academy trust (BWCET) is kept up to date about issues relating to SEND.
- iv) The SEND Governor – responsible for:
- Making sure that the necessary support is given for any child who attends the school, who has SEND.
 - Ensuring they are up to date with the progress of SEND children and aware of the children across the school by meeting with the SENDCO.

Q2: What are the SEND Ranges?

Across Sunderland, SEND Ranges are used to identify children's needs and the severity of their needs. They are based on national best practice in determining the needs of pupils with SEND. This enables us as a school to provide an integrated, inclusive whole school approach to student support. Ranges are identified within the four areas from the Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health
- Sensory and/or Physical

The Ranges go from 1 to 7, one being mild within that area and seven being most severe. They will be shown on your child's individual support plan. Within St. John Boste Catholic Primary School, children are usually supported within ranges 1 to 4.

1	MILD – School Setting based responses – Universal Mainstream
2	MILD/MODERATE – School Setting based responses – Universal /Targeted Mainstream
3	MODERATE – School Setting based responses – Targeted Mainstream
4	SIGNIFICANT – Targeted/Specialist either in mainstream or specialist additional resource
5	SEVERE – Specialist Resource/Special School
6	PROFOUND - Specialist Resource/Special School
7	PROFOUND - Specialist Resource/Hospitalisation

Children may be identified within more than one range depending on the complexity of their needs. Once a range has been established teachers will seek advice on how best to support learning at each range. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised alongside more specialised information as the range increases. Specialist health interventions may be required at any level.

Interventions within Ranges

Range 1 – Quality first Teaching adapted curriculum for all learners.

Range 2 /3 - Interventions to enable children to work within age related expectations.

Range 3/4 - Additional Highly Personalised Learning.

Range 5 - Specialist Provision

Q3. What are the different types of support available for children with SEND in our school within the different ranges?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching) and use of reasonable adjustments.

Range 1

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class. That all teaching is built on what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

Reasonable adjustments have been put in place to help your child overcome any barriers e.g. coloured overlay, wobble cushion.

Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work or Intervention which may be carried out in the classroom or outside by a teacher or teaching assistant (TA).

Specialist groups run by outside agencies e.g. Speech and Language therapy

Range 2

Range 3

SEN Code of Practice 2014 (updated May 2015): School Support (SS) means a pupil has been identified by the SENDCO / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need) Language and Learning for children with Cognition and Learning difficulties.

Outside agencies such as the Education Psychology Service (EPS).

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual Support

Range 3

Range 4

This type of support is available for children whose learning needs are, severe, complex and lifelong.

This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the Autism Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service For your child this would mean:

The school can request or you can request as a parent/carer, that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. After the reports have all been sent in, the panel will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If they do not think your child needs this, they will ask the school to continue with the current support.

The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.

An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Q4: How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the SENDCo and/or the Head teacher.
- The school SEND Governor can also be contacted for support.

Q5: How will the school let me know if they have any concerns about my child's learning in school?

- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail.
- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child's learning.

Q6: How is extra support allocated to children and how do they progress in their learning?

- The school budget includes money for supporting children with SEND.
- The Head teacher decides on the deployment of resources for SEND in consultation with the school governors, on the basis of needs in the school.
- The Head teacher and the SENDCo discuss all the information they have about SEND in the school, including the children getting extra support already, other children needing extra support and the children who have been identified as not making as much progress as would be expected. They then decide what resources/training and support is needed.
- Schools identify the needs of their pupils on a school provision map for SEND pupils. All resources/training and support are reviewed regularly and changes made as needed.

Q7: Who are the other people providing services to children with SEND in this school?

School Provision

Higher Level Teaching Assistants

Teaching Assistants

Attendance Officer

School Based Counsellor (The Road Centre)

Educational Psychologist

Local Authority Provision delivered in school

Autism Outreach Team

Educational Psychology Service

Sensory Service for children with visual or hearing needs

Language and Learning Partnership

SENDIASS (Independent Advisory Service for Parents)

Behaviour Support Teams

Health Provision delivered in school

Additional Speech and Language Therapy input to provide a higher level of service to the school.

School Nurse

CAMHs/CYPS

Other medical professionals e.g. diabetic nurse

Q8: How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENDCo job is to support the class teacher in planning for children with SEND.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes **whole** school training of SEND issues for example, Autism Spectrum Disorder (ASD), mental well-being.
- 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. Autism Outreach Team (AOT).

Q9: How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt 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 as and when appropriate.
- Planning and teaching will be adapted if needed to meet your child's learning needs.
- Reasonable adjustments will be made for your child where necessary.

Q10: How will we measure the progress of your child in school?

- Your child's progress is continually monitored the class teacher.
- His/her progress reviewed formally every term in reading, writing and maths.

- At the end of EYFS, all children are assessed against the Early Learning Goals.
- If your child is in Year 1 or above, additional assessments can be used, which shows their attainment in more detail.
- At the end of each Key Stage (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 may have an ISP which will be reviewed regularly, and a future plan made.
- The progress of children with an ECHP is formally reviewed at an Annual Review Meeting with all adults involved with the child's education.
- The SENDCo will also monitor and track your child's progress at termly pupil progress meetings held with the class teacher.

Q11: What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- Personal progress targets/ISP's may be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Q12: How is St John Boste School accessible to children with SEND?

- The building is on one level
- It has an extra wide main door making it suitable for wheel-chair access
- The school has a toilet with 'disabled' access
- We ensure, where reasonably possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is available to all children including those with SEND. A Code of Conduct applies.
- Extra-curricular activities are available for children with SEND. A Code of Conduct applies.

Q13: How will we support your child when they are leaving this school or moving on to another class?

- We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.
 - i) If your child is moving to another school:
 - We will contact the school SENDCo and ensure they are aware of any special arrangements or support that need to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.
- ii) When moving classes in school:
 - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. ISP's will be shared with the new teacher.
 - A transition plan will be implemented if necessary. This may include visits to the new classroom and working with the new teacher for short periods.
- iii) In Year 6:
 - The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school.
 - Your child will take part in the usual transition programme for all pupils.
 - An individualised transition plan will be implemented if necessary.
 - Your child's individual SEN file will be passed on to their secondary school.

Q14: Who can I contact if I have a complaint?

- Initial contact can be made with school by contacting the school office or email.
- Our complaints policy is also available on our school website.

Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Our Shared Vision Statement is at the heart of what we believe about **all** pupils, and this is:

Each One of Us is God's Work of Art! (Ephesian's 2:10)

This policy will be reviewed annually