## SEND Information Report 2018-19

How do we define special educational needs and disabilities?

St John’s Infants School regards pupils as having a Special Educational Need if they:

1. a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
2. b) Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(SEND Code of Practice 2015).

**How does the education setting know if children need extra help and what should I do if I think my child may have special educational needs?**

Children’s needs may be categorised into four different areas:

* communication and interaction
* cognition and learning
* social, emotional and mental health
* sensory and/or physical needs

We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children.

Special Educational Needs are identified in the following ways:

* Concerns from class teacher relating to limited progress or curriculum access
* Concerns from parents / carers relating to progress or curriculum access
* School assessment data highlighting out of step progress or attainment
* Consultation with health services regarding medically diagnosed conditions such as autism or physical difficulties impacting on curriculum access
* Consultation with previous settings on transfer of new pupils

If parents / carers have any concerns about their child’s development or potential special educational needs, they should in the first instance speak to the class teacher. Further meetings will then be arranged with the Special Educational Needs Co-Ordinator (SENCO). Official parent’s / carer’s evenings are held three times a year. However, concerned parties should not wait until then but speak to the teacher as soon as they have concerns.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

* Dyslexia
* Autistic Spectrum Condition
* Attachment Difficulties
* Physical Difficulties
* Visual and Hearing Impairment

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school’s devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil’s and the school’s needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

**How will St John’s Infants School support my child?**

When a child requires specialised individual support on a medium or long term basis, an assessment of need will be carried out and a plan of graduated support may be put in place. This will be recorded on our ‘Support Plan’ form and shared with parents / carers. The assignment and co-ordination of additional support lies with the SENCO, however, the face-to-face meetings with the parents and regular updates will be, in general, carried out by the class teacher. If a child has an Education Health Care plan, additional information meetings will take place between the SENCO and parents/carers.

We have a member of the governing body assigned to monitor SEND provision (Chris Trwoga). He meets with the SENCO regularly to challenge and support the school. The SENCO reports the progress made by children with SEND to the governing body three times a year. This report contains analysis of the effectiveness of provision for children with SEND.

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

When planning, teachers have the responsibility to make sure learning can be accessed by all members of their class, by delivering a solid wave 1 curriculum that is suitably differentiated. Additional resources are deployed where needed to make this possible. This could be in the form of additional adult support in the classroom or specialist equipment and will be planned for on a child’s graduated response document.(Assess, Plan, Do, Review)

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

The Support Plan document is written with and shared with parents / carers. This contains the information explaining the additional and different support a child is receiving, how often this is happening and the practitioners involved in delivering this support.

St John’s Infants School encourages good contact levels between parents and staff. Teachers are on hand twice a day to discuss concerns and longer appointments can be made if necessary. Where this is not possible, e.g. if a child attends breakfast or afterschool provision, a home school book or email arrangement can be set up to keep an open dialogue regarding progress.

If part of a child’s provision is a specific intervention such as Individualised Literacy Intervention, (ILI) then parents / carers are provided with information on what this will entail before starting and ways of supporting their children at home are fully explained. Again we welcome parents dropping in to receive updates and gain additional support when they feel they need it. Parents are also welcome to attend an intervention session to observe the support given to the child.

Parents / carers can book sessions with our Family Support Worker to look at ways of meeting additional needs at home.

The SENCO is available to meet with parents / carers to provide updates and explore options regarding meeting children’s needs

**What support will there be for my child’s overall wellbeing?**

We have the following support available:

* Parent / Family Support Worker (PFSA Mandy Thorpe) To work with parents providing a vital link between home and school. Individual support and parenting support groups. Helping to raise attendance of vulnerable groups.
* 2 x Learning Mentors. This concentrates on raising self-esteem and emotional well-being.
* Afternoon Nurture Group run by Learning Mentor

**What specialist services and expertise are available at or accessed by the educational setting?**

We access specialist support for children as required. These may include:

* Educational Psychology Service
* Physical Impairment Medical Service (PIMS)
* School Health Nurse
* Physiotherapy Service
* Occupational Therapy Service
* Speech and Language Therapy Service
* Communication and Autism Team
* Children and Adolescent Mental Health Service
* Paediatrician Service
* Social Care
* Hearing and Vision Impairment Service

Most of these services are called in by school; others are accessed via your child’s GP (e.g. paediatrician service).  The SENCO can offer advice around accessing such support.  These services help us assess and form a plan. We then employ additional staff to help us ‘do’, then the agency is called back in to ‘review’ and re-plan.

**What training is available for staff supporting children with SEND?**

Staff access training on a rolling programme depending on the child they are working with. Over the last few years support staff received training from the Educational Psychology Service, including Team Teach, Attachment and Early Childhood Trauma. The PIMS team offered support on using specialist computer equipment. Support Staff have had training on Positive Handling. Learning Mentors have received training from the Nurture Network. Play Therapy training has been received. Supports TAs have also received training on interventions such as Individual Literacy Intervention and Talking Partners. The Occupational Therapy and Physiotherapy Services provided individual training for support staff working with sensory needs. All teachers and some support staff are also qualified in Paediatric First Aid.

**How will St John’s Infants School prepare and support my child to transfer to a new setting or the next stage of education and life?**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our school understands the need for good transition practice and this is especially important for a pupil with SEND.

Most children from St John’s transfer onto St Benedict’s Junior School and staff from both schools meet regularly to ensure continuity. Throughout St John’s, children have opportunities to visit St Benedict’s, including using their facilities for Sports Day, and we share an After School Club.

If a child has an Education Health Care Plan (EHCP) or significant SEN/D, preparation for transfer to the junior school begins in the January of Year 2. Parents / carers are encouraged to visit the setting and meet with the SENCO. The SENCOs of both schools meet and support the decision making process by arranging additional visits, accompanying parents if required. A representative from the junior school, or another chosen school is then invited to the pupils’ Annual Review meeting.  There is a thorough handover in order to ensure that the new school have a good understanding of the pupils’ needs and requirements.

When a placement has been agreed, a transition plan is formulated on an individual basis. This includes extra visits to the setting to meet with key staff. The nurture leader from St Benedict’s visits our Nurture Group, spending time with the children in a familiar setting, and then our nurture pupils and staff visit St Benedict’s, several times, to build up their familiarity with the new setting.

Children may be identified for group or individual sessions with our nurture team to support transition.  Occasionally, transition is supported by outside professionals, such as Child Looked After Support and counsellors.

**How are St John’s Infants resources allocated and matched to children’s special educational needs?**

When a child has received support in excess of £10, 000 per year and still needs a greater level of provision, then an Education Health Care Plan (EHCP) will be requested. Children currently receiving extra support through the Top Up process are in the process of being transferred to an EHCP. Usually, the money received is spent on children having a one-one TA to support learning, resources for the classroom and individual programmes such as speech and language/ physiotherapy. We may use the money to request extra services or access training, but this is agreed in conjunction with the child’s parents, SENCO, class teacher / TA and the head.

How is the decision made about what type and how much support my child will receive?

The decision to give a child additional support is made by measuring their distance away from age related expectations. The decision is made by the SENCO in response to concerns raised at pupil progress meetings, parents meetings or SEN review meetings. We have a wide-ranging package of interventions that have proven results to aid the acquisition of basic skills in both literacy and numeracy. These are time constrained and progress measured. Parents / carers will be informed their child is on such a programme by the class teacher or the practitioner running the intervention. Ways to support at home can also be discussed at this point.

If a child or group of children have additional learning support in class, it is because we believe they can’t effectively access the curriculum without this. Reasons for this could include communication and interaction difficulties, specific learning difficulties, social and emotional difficulties or sensory and physical needs. We recognise the well-documented studies that show additional adults in class do not lead to accelerated outcomes and therefore, we only use this approach when it is the only way to keep a child included.

If a child has a learning support assistant (one-one TA) they are available before and after school to meet with parents/carers to discuss learning and offer support.

The impact of these interventions is measured at the end of each intervention by the teacher and SENCO. The measures of attainment and more importantly, progress are used to measure success and plan effectively.

**How are parents / carers involved in the education setting? How can I be involved?**

Parents / carers come into school on a daily basis in year R. In Key Stage One, the adults involved with their child’s education are available before and after school daily. The SENCO, Headteacher and Deputy Head are also on hand to discuss any concern parents may have. We encourage a close working relationship between parents and school as we believe parents know their child best. We consult heavily when forming care plans and meeting medical and physical needs. We understand that parenting can be a demanding job and encourage parents to access our Family Support Worker as needed.

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

We strive to make sure all trips and activities are accessible for all learners. Ratios of staff to children are adjusted to make this possible. Parents of children with specific disabilities or medical needs are consulted in the planning stages and an individual risk assessment is carried out if needed. On occasion, parents may be invited to support their child on a particular visit.

**How accessible is the education setting?**

St John’s Infants School is on a mainly flat site. It is a main building of over 100 years old and a more recently added extension, housing our Reception and Nursery 3-4 year olds. The Nursery building for our 2 year olds is based next to Glastonbury library. The classrooms are all accessible by wheelchair and there is an accessible toilet in the centre of the school. We have drawn up individual accessibility plans with the support of the PIMS team, to ensure classrooms are suited for individual pupils.

Equipment to support children is often purchased directly by the school. In the case of a large piece of equipment e.g. a special chair or walking frame needed for a particular length of time, we would look to hire or loan it.

Every caution is taken to make sure the site is secure.

**Accessibility Plan**

In line with the Equality Act, 2010, St John’s Infants School has an Accessibility Plan, which is reviewed and updated every two years. This Accessibility Plan is available on the policies page of our website.

The plan is in place in order to:

* Increase the extent to which disabled pupils can participate in the school curriculum
* Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
* Enable the needs of all pupils to be met so that they reach their fullest potential and school standards of achievement are raised
* Ensure that all pupils have equal access to information, the curriculum and the physical environment.
* Challenge and prevent disability discrimination in any aspect of school life by consistently restructuring existing cultures, policies and practices so that they respond to the diverse needs of all pupils
* Create an inclusive atmosphere where all pupils are equal members of the school community.
* Provide written information to disabled pupils in a format which takes into account their preferred method of communication.

Who can I contact for further information?

If a parent / carer is worried about their child they should first contact their child’s teacher or the SENCO, Mrs Maisey (ask at main office).

If a parent / carer of a child with SEN is considering joining St John’s Infants, they should speak to the headteacher, Mrs Turner, the deputy head, Mrs Devane, or the SENCO, Mrs Maisey, who will talk to them about their child’s specific needs and how we can accommodate their child.

The Somerset Local Offer is set out on the Somerset Choices website.

**A copy of the Special Educational Needs and Inclusion Policy can be found on our website.**