

SEN-D Information Report for St John's Infants School 2015-16

Contributing to the Somerset Local Offer for Learners with SEN

Introduction

Welcome to our SEN-D Information Report which is part of the Somerset Local Offer for Learners with Special Educational Needs and Disabilities (SEN-D). The Somerset Local Offer can be found here:

We have a requirement to publish this document and review it annually. Our report is co-produced with parents/carers, pupils, governors and school staff. We would welcome feedback and future involvement in the review of this statement.

If you would like to contact us please do so via the school office. The best people to contact are;

Mrs Turner – Headteacher

Mrs Maisey – SENCO

Mrs Kay Wych Link Governor for SEN

Mr Chris Trwoga Chair of Governors

Our approach to teaching learners with SEN

At St John's C of E Infants' School we believe in participation for all learners. We aim to create an inclusive culture in our school with all children participating in their learning. We celebrate all members of our community and respond to all children's individual needs.

Our curriculum will be:

- A flexible whole school curriculum which gives real purpose to learning and encourages independent thinking and application of skills
- A fun and engaging curriculum which supports, extends and challenges **all learners**
- An exciting and relevant curriculum which uses creative ways of working and utilises all available resources
- A curriculum which values and is enhanced by relationships with the local and wider community

Please see our school website for details about our Curriculum and School Development Plan.

How we identify learners with SEN-D

There are four main areas of need within SEN-D, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and/or Physical needs. We identify children so that we understand how to support them in the most effective way for their education and well-being, not to label them.

All children at St John's Infants will receive quality first teaching with targeted work focusing on any areas of their learning which need additional support. The class teacher is responsible for assessing all pupils and tracking their progress. In some cases more support will need to be given to pupils and evidence, (including the views of the pupil, their parents and intervention and progress data) will inform the support which needs to be put into place for their individual needs. In the event that the additional support which has been put in place is not having the desired impact on the child's progress, the SENCo will request additional external assessment from expert agencies and professionals to inform the future provision. Where additional support for SEN-D is needed, the school will consider applying on the child's behalf for an EHC Plan.

Behavioural difficulties are not considered to be a Special Educational Need, however where difficulties arise assessments may be carried out to see if there is an underlying need which should be supported through targeted assessment.

Assessing SEN-D at St John's Infants' School

At St John's, we use an Assess, Plan, Do, Review approach. Where SEN-D has been identified the class teacher, working with the SENCo, will carry out an analysis of the child's needs using teacher assessment and observations, prior attainment and progress, the child and parent's views of their need as well as any additional assessment information on the child to create an individual education programme. The needs of the child will be reviewed, at a minimum of once a term, and new outcomes and/targets set with the child and discussed with their parents focusing on the impact on the pupil's progress.

The SENCo is responsible for assessing the impact of the interventions which are used in the school to ensure that the pupils are receiving the best possible support and that it is suitable for their needs.

Where the pupil has an EHC Plan (Statement) it is the responsibility of the local authority to ensure this is reviewed as a minimum of every 12 months. This is likely to take place at school with the Head, SENCo and the parents.

What we do to support learners with SEN-D at St John's Infants' School

At St John's Infants, learners with SEN-D are supported in class as much as possible. Where additional support is needed interventions may be used in small group or 1-1 settings. We use a variety of evidence-based interventions to ensure that the provision is the most effective that it can be, with teaching assistants (TAs) trained in their delivery. The teachers take on the teaching of interventions where possible, and these may be carried out before or after school. Teachers and the SENCO ensure that the interventions are monitored and that they link with the whole class learning.

In Reception and Key Stage 1, the maths and literacy interventions may be planned by the class teacher so that they focus on the specific needs of the pupils. These take place in small groups or 1-1 with either the teacher or teaching assistant and are regularly assessed to ensure that they remain specific and focused. Teachers and TAs also use Read Write Inc as a phonics intervention, and Numbers Count as a maths intervention. Emotional and mental health support is provided by the afternoon 'Nurture Group' run by our Learning Mentor, Rebecca Tudor.

Funding for SEN-D

Children are funded through their basic per pupil entitlement. Some children require additional support above this and St John's Infants will initially meet this support, where possible, through the school budget. If additional funding is needed, for example where a child may need to be supported by an additional adult or where specialist equipment is needed, there is a process where the school can apply for this funding. Please see Mrs Turner or Mrs Maisey for more information.

How do we find out if this support is effective?

To ensure that the support we put in place is effective, all children's progress and attainment are assessed regularly. The Head teacher and Senior Management Team have termly Pupil Progress Meetings with each class teacher to discuss all the children in each class, including children with SEN-D. They are discussed with regard to their specific needs, targets and progress towards outcomes. Where the progress is not in line with the desired amount, the support and interventions which are in place are reassessed.

Other opportunities for learning

Within our school the after school club – JB's, offers a wide range of extra-curricular activities open to all children, including those with SEN-D.

Have your say

This document has been produced by the SENCo and Head in consultation with the SEN-D governor and parents of children with SEN-D at St John's Infants' School. If you have any comments about this document please contact the SENCo or Head Teacher to discuss. We appreciate your views.

Useful links

The Somerset Local Offer is available at:

<https://somerset.local-offer.org/>

The Special Educational Needs and Disability Code of Practice:0-25 years

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf

As the parent of a child with SEND you will find the following link to Somerset SEND partnership will contain lots of useful advice and guidance

<http://www.somersetsend.org.uk/>