

ST JOHN'S CATHOLIC PRIMARY SCHOOL

Let the light of Christ shine in us'



SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT SEPTEMBER 2020

THE DIOCESE OF WESTMINSTER ACADEMY TRUST

A CATHOLIC ACADEMY

Welcome to our SEN Information Report! We hope that you find on these pages, everything to help answer the frequently asked questions about how we support SEND within our school. If you do not find what you are looking for, please do ask us!

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The Class Teacher continuously assesses the children throughout the year. When progress and attainment are significantly below age related expectations further assessment may be necessary. If you have concerns regarding your child (for example: learning, communication or behaviour) you may arrange to meet the Class Teacher to discuss these, or the teacher may contact you. This may be via a telephone call, appointment or at a parent consultation meeting. Sometimes it might be necessary for the school's Special Educational Needs Co-ordinator (SENCo) Mrs England, to be involved. The school also listens to the views of the child. This may include the Class Teacher talking to them or inviting them to share their thoughts and feelings at a meeting with school and parents.

2. How will school staff support my child?

The Class Teacher is responsible for all the children in their class including those with SEN. Learning is carefully planned and differentiated to enable all children to access the lessons fully. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis. Every class has a Provision Map to highlight extra interventions to support needs. The extra support will be shared with parents at parent consultation meeting or separate meetings if appropriate. In some situations, the SENCo may suggest the involvement of an outside professional. Parents will be fully involved at every stage of the process. The Governing body, and in particular the SEN Governor, works closely with Headteacher and SENCo to monitor overall SEN provision.

3. How will I know how my child is doing?

The school believes that it is important to share information with parents and to keep you up to date with, and involved in, your child's progress. We do this through:

- Parents consultation meeting (Autumn and Summer term)
- Additional meetings planned for children who need extra support, when their targets will be agreed and discussed (Four Part Cycle Meetings).
- Annual school report about each child detailing progress (end of the Summer term)
- Notes in reading diary, homework diary or home/school diary
- Telephone calls
- Annual Reviews for those with an Education Health Care Plan (EHC Plan)
- Appointments – parents can request additional meetings with Class Teachers, SENCo or Headteacher.

4. How will the learning and development provision be matched to my child's needs?

First quality teaching from the Class Teacher is the priority which includes a range of strategies to support individual needs. Each lesson is carefully planned and differentiated to meet the individual needs of all children. Small group work or one to one support from TAs will be available where appropriate. Children with SEN will follow a Four-Part Cycle, Graduated Approach (Assess, Plan, Do, Review) where a SEN Support Plan can be drawn up together. Meetings between school, parents and the child are held to ensure provision is meeting children's needs.

5. What support will there be for my child's overall wellbeing?

The school takes your child's well-being very seriously. There is pastoral, medical and social support available for all pupils. The school has very close links with Fr. Denis (The Catholic Church of The Holy Trinity & St. Augustine of Canterbury) who joins us for school masses and other occasions.

Your child's class teacher and teaching assistant will support well-being in lessons and Mid-Day Supervisory Assistants (MSAs) do this alongside teachers at lunchtime. Our Positive Behaviour Policy reflect we take a therapeutic view to managing behavioural needs. We offer a Breakfast Club at school and an afterschool club were dedicated staff care of children's needs (Subject to current COVID restrictions, this service may be suspended temporarily).

Our network of schools employs a Family Worker who is based at Knights Templar School. She will support families experiencing financial, social, emotional or mental health difficulties or advise on parenting strategies.

All children including those with SEN are encouraged to participate in clubs including choir and sporting activities. The school listens to children's views through the school council and Pupil Voice Questionnaires. Assemblies and class circle time/bubble time address issues such as friendships and bullying. The school

has close links with the North Hertfordshire Education Support Centre to support children who have complex behaviour problems. The school has links with a number of outside professionals such as our Family Support Worker. The school will write a Health Care Plan in association with parents and medical professionals to support children with specific medical needs. Please refer to the St. John's Policy on 'Supporting pupils at school with medical conditions'

6. What specialist services and expertise are available at or accessed by the school?

Expertise is frequently shared within the school through distributing knowledge and best practice at Staff Meetings and at other staff INSETs. Sometimes the SENCo will refer children to outside professionals for advice or assessment, following discussions with the parents and the Class Teacher. This includes Speech and Language Therapy, Educational Psychology and other specialist advisory teachers. In order to make referrals to these services children must meet particular criteria. Parents are also able to access other services through their General Practitioner, for example The Communication Disorder Clinic (CDC) and CAMHS.

7. What training have the staff, supporting children and young people with SEND, had or are having?

All teachers are teachers of pupils with special educational needs and disabilities. This is part of their training. There is in-house training and a cycle of continued professional development for all teachers and Teaching Assistants on a regular basis. The SENCo holds the SEN Award, an SEN qualification at Masters Level. The school also has staff trained more specifically in various English, Maths and Social interventions. All teaching staff have been trained through the Autism Education Trust and update this on a regular basis. Staff regularly attend training held at local specialist provisions.

Staff first aid training is updated regularly. Key staff are paediatric first aid trained, with some holding more specialised training, for instance, epilepsy and epi-pen, where necessary.

The school is a member of North Herts DSPL (Developing Special Provision Locally) which supports the school and children with a range of training opportunities and expertise. Via the SENCo, the school receives regular updates and SEND briefings run by the County.

8. How will you help me to support my child's learning?

The school is always keen to help parents support their child's learning. This begins in Early Years when parents are invited to attend workshops. This includes Phonics for Reading and Phonics for Writing. Class Teachers send Termly Newsletters home detailing the learning for the term. We also hold two parent consultation meetings throughout the year when parents find out more about their child's learning. Parents of children who need SEN provision are also invited to termly additional meetings to assess and review the progress of their child. The school aims to work closely with parents to develop and enhance SEN strategies.

9. How will I be involved in discussions about and planning for my child's education?

Parents with children with SEN will regularly meet with school to contribute to future planning for their child. The school will always seek the views of the child. Children with SEN are actively encouraged to have a voice through representing their class on the School Council and through regular Pupil Interviews.

A few of our children and families with multiple needs will be supported by Thriving Families. This organisation enables all services and professionals to work together efficiently and to share information. Parents are central to these meetings. A small percentage of children with more complex SEN will have an Education, Health and Care Plan (EHC plan). This is a statutory document administered by the Local Education Authority (LEA) Special Educational Needs (SEN) officers. They ensure that the child receives the provision they need and that the parents' and child's wishes are taken into account.

The Governing Body includes parent representatives. A role of the Governing Body is to agree and monitor the SEN policy. In particular the SEN Governor works closely with the SENCo to have a strategic view of SEN in school.

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

School trips will always be discussed with individual parents when necessary. Risk Assessments are always carried out. Whenever possible, reasonable adjustments are made to include all children during activities outside the classroom and school trips.

11. How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children, staff and visitors to the school. Please refer to the St. John's Accessibility Plan on our website. Specific requirements will always be discussed with parents as they arise.

12. Who can I contact for further information?

In the first instance, always contact your child's Class Teacher. The SENCo (Mrs England) and Acting Headteacher (Mr Timson) are available to discuss concerns with parents, should you feel that the class teacher cannot answer your queries. The school has a SEN Governor (Mrs Lodge). The LEA employs SEN Officers who administer EHC Plans.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Our school, and in particular the Early Years team, work closely with all Early Year settings at the time of transition. We have meetings with all parents and we also visit the children in their home setting, where we can, before they enter the school system. Extra visits can be arranged for children with SEN.

In the same way our Year 6 staff and SENCo work closely with secondary schools to ensure a smooth transition and transfer of relevant information. We are able to arrange additional visits for children with SEN and support them in the lead up to transition.

14. How are school's resources allocated and matched to children's special educational needs?

The Headteacher receives a budget and she decides each year how this will be allocated. The Governing Body are involved in scrutinising and agreeing this budget. This will affect, for example, how the teaching assistants are allocated each year throughout the school; and is driven by the needs of the pupils. In exceptional circumstances the school can apply to Hertfordshire Local Authority for an Education Health Care Plan. At the time of updating, Hertfordshire County are in the process of removing Exceptional Needs Funding and replacing this with funding attached to EHCPs. School have to show why the learning needs presented in a particular case are so exceptional or complex to receive an EHCP.

Families supported by Thriving Families may be able to apply for funding from personalised commissioning.

15. How is the decision made about how much support my child will receive?

The Class Teacher, parents, SENCo, Headteacher and any other staff involved in supporting the individual child will have discussions to decide what support is appropriate. There are regular review meetings with outside professionals that may include the child where appropriate. There is careful monitoring of support to ensure development of the child as an independent learner.

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information on the Hertfordshire County Council Local Offer can be found at:
www.hertsdirect.org/localoffer.

The website offers families lots of information on areas such as: support, events, conditions and disabilities, education and finance.

Information can be found here for The [Hertfordshire Autism Quality Offer](#)- *Hertfordshire's statement on high quality provision and outcomes for children and young people with special educational needs and disabilities. The Autism Quality Offer describes the special educational provision that settings are encouraged to have available for children and young people who have autism or social communication needs and includes links to resources and training available to settings across Hertfordshire.*

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