



Burscough Bridge St John's CE Primary School

SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually.

This SEND Information Report has been produced to outline what we offer as a school and how this supports the Local Authority with what they offer.

The outcomes for the report are:

- *To provide clarity and confidence for parents*
- *To improve choice and transparency for families*
- *To provide early interventions*
- *To identify gaps in provision*
- *To secure better outcomes at school and at local level.*

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Our school's approach to supporting pupils with SEND

At St John's Church of England Primary School we value every child as an individual regardless of gender, race or ability. We believe that every child should achieve their full potential and that all adults and children should aim to work and learn together. We operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. This is to comply with section 69 of The Children and Families Act 2014 with regard to paragraph 3 of schedule 10 to the Equality Act 2010. If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our website <https://www.stjohnsburscough.co.uk/send/>

Catering for different kinds of SEND

St John's provides for pupils with the following needs:

Cognition and learning	Specific learning difficulties Moderate Learning difficulties
Communication and interaction	Speech and language Autism Spectrum Disorder (ASD)
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
Sensory and/or physical needs	Multi-sensory impairment Physical impairment

Key staff and expertise

Our SENCO is Mrs. Rachel Melton. She can be contacted by email on r.melton@st-johns-burscough.lancs.sch.uk or by telephone 01704 893 323

Christine Donnelly is our Special Educational Needs link governor.

Class teachers

All of our teachers receive in-house training where necessary and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs who are trained to deliver SEND provision. They deliver interventions as directed by the Class Teacher, SENCO or external agencies such as Occupational Therapy or Speech and Language Service.

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- School nurses
- Child and adolescent mental health services (CAMHS)

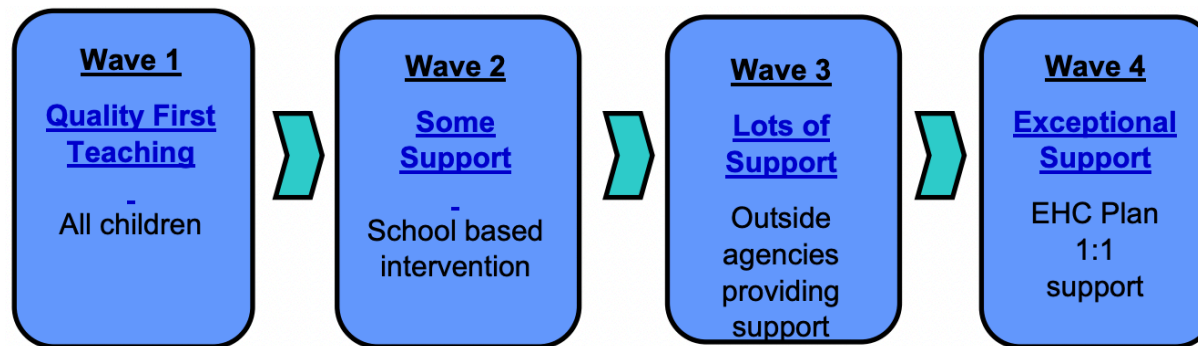
Identifying and assessing pupils with SEND

Children with additional needs are mainly identified through carefully planned observations and assessments as they enter Reception class. As part of the transition process coming into St John's, the Reception teacher completes home and /or Nursery visits which allows them to gain a holistic view of the child and begin to form excellent relationships with parents and carers. During this time, it is really important we get an accurate picture of how a child is progressing and if any agencies are already involved such as the Speech and Language Team (SALT). For children who develop a specific need/require further support later in their learning journey, for example in Key Stage 1 and 2, termly pupil progress meetings take place between teachers and the SENCO to identify children's needs following assessments.

Other methods of highlighting a need are through teacher/teaching assistant observations, of progress made; attainment against objectives and national expectations; behaviour; and social & emotional needs.

Following the above, the SENCo liaises closely with other agencies such as Educational Psychologist (EP), Speech and Language Team (SALT), and Occupational Therapists (OT).

Our Graduated Approach to SEND



Consulting with pupils and parents

If your child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

If you think your child might have SEND, the first person you should tell is your child's teacher. They can be contacted through the school office or Class Dojo. They will pass the message on to our SENCO, Mrs Melton who will be in touch to discuss your concerns. You can also contact Mrs. Melton directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and barriers are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEND support, we will seek your consent and your child will be added to the school's SEND Register.

We will provide reports on your child's progress three times a year. If your child is on the SEN Register your child's class teacher will create and review an Individual Education Plan to set clear outcomes for your child's progress. Children who have an Education and Healthcare Plan will have an annual review when a multi-agency team will meet with parents to discuss progress.

All children at St John's are consulted at an age/stage appropriate level and their views are valued. We ensure that pupils with SEND where they are able to be involved in any annual reviews and are asked about their strengths and areas for development. All children have opportunities to discuss their thoughts and feelings during PSHE and through our focus on British Values.

Involving key stakeholders

For some children, professional support from outside of school is needed who can offer specialist advice and support.

This may be:

- *Local Authority Traded Services -Specialist teachers*
- *Speech and Language Team (SALT)*
- *Occupational Therapist (OT)*
- *Outreach Services – Elm Tree Community Primary School*
- *Children and Families Wellbeing Service*

For your child this would mean:

- *They will have been identified by the class teacher (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups provided in school.*
- *You will be invited to come to a meeting to discuss your child's progress and help plan possible ways forward.*
- *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.*

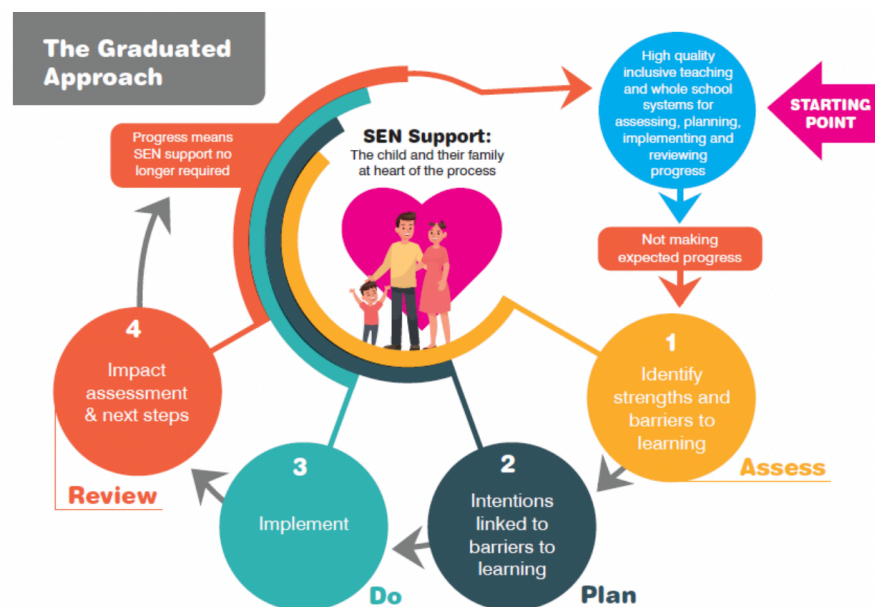
This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

- *The specialist professional will work with your child to understand their needs and make recommendations, which may include:*
- *Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better*
- *Support to set better targets which will include their specific expertise*

- A group run by school staff under the guidance of the outside professional e.g. a social skills group.
- Group or individual work with outside professional advice/ support

Progressing towards outcomes

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As part of this cycle your child's progress is reviewed in a number of ways:

- It is continually monitored by his/her class teacher.
- Their progress is reviewed formally every term and tracked against the National Curriculum or Early Learning Goals if in Reception.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6) all children are assessed using Standard Assessment Tests (SATS).
- Progress of children who have their own Individual Education Plan, will be reviewed with your involvement, every term and the plan for the next term made.

Transition support

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. If your child is moving to another school:

- We will contact the school, SENCO or Inclusion Manager and ensure they know about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

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. All IEPs will be shared with the new teacher.
- Your child will spend some time in their new classroom with a familiar adult to them in school to help them adjust and get ready for the change.

In Year 6:

- The SENCO or Headteacher will attend the Primary Transition meeting to discuss the specific needs of your child with the SENCO/Inclusion Manager of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- We can support parents in any transition meetings/ Open Days at High School by providing key questions to ask on the visits which will support you when making decisions about which High School to send your child to.

From Nursery/ Preschool to Reception:

- The preschool setting will make available any records they have on your child and share this with our Reception teacher.
- The Reception teacher will arrange a visit into Nursery and/ or home so the first meeting takes place in a setting comfortable and familiar to your child.
- Children will be invited into school with a family member to start becoming familiar with their new classroom and adults. If more sessions are needed, this can be arranged and any required adjustments can be discussed and arranged also during these visits.

Teaching approach

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching (QFT).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all children in their class.
- That all teaching is based on building 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.
- Specific strategies (which may be suggested by the SENCO or outside agencies) 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 in their understanding/learning and needs some extra support to help them make the best possible progress.
- Specific group work with a smaller group of children – intervention groups.

All children in school should be getting this as a part of excellent classroom practice.

Adaptations to the curriculum and learning environment

At St John's we will adapt how we teach to suit the way the pupil works best.

These adaptations include:

- Scaffolding – providing enough support so that pupils can successfully complete tasks that they could not do independently.
- Explicit instruction – a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice.
- Cognitive and metacognitive strategies – chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time.
- Flexible groupings – when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils.
- Use technology – using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.

Inclusivity in activities

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our school trips and are appropriately supported. We make every effort to make sure that the best possible outcomes are enjoyed by all pupils and carry out robust Risk Assessments of the venue before visiting. We will where it be necessary provide visual support for those children who need it to plan and prepare for the trip. All pupils are encouraged to take part in our school sports day, fun days and school disco. No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

Supporting emotional and social development

St John's is an inclusive school that prioritises your child's personal, social, mental and emotional development. The PSHE curriculum supports within a nurturing, caring environment. The class teacher has overall responsibility for this and is supported by any other adults in school as appropriate to the child's needs. We are also able to support families in contacting other agencies who can provide appropriate support. We support children in their well-being through a range of strategies and activities such as Class Dojo's, Growth Mindset assemblies linked to metacognition and self-regulation, school council, school visits and visitors and sessions with our qualified ELSA.

Evaluating effectiveness

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress on Individual Education Plans each term
- Reviewing the impact of interventions
- Monitoring by the SENCO
- Holding Pupil Progress meetings termly to assess progress
- Holding an annual review to monitor progress if a pupil has an Education Healthcare Plan

Handling complaints

Should parents have any concerns then they should firstly talk to the child's class teacher. Parents can also make an appointment to see the school SENCO or Headteacher.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

Local Offer

These approaches are part of our contribution to Lancashire's Local Offer. Additional information can be found by visiting: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Area of Need	Condition	Support Provided
Communication and Interaction	Speech and language difficulties	<ul style="list-style-type: none">• Clear classroom organisation and structures• Clear unambiguous use of language• Time provided for pupils to process language• Outcomes modelled and demonstrated• Access to talking partners or alternative approaches• Strategies and approaches to manage change and transitions• Speech and language therapy

<p><i>Cognition and Learning</i></p>	<p><i>Specific learning difficulties</i></p> <p><i>Moderate learning</i></p>	<ul style="list-style-type: none"> ● <i>A curriculum that is pertinent to pupil's level of attainment or development, where the pupil is aware of the next steps in learning</i> ● <i>Curriculum adapted by changing presentation, task or outcomes</i> ● <i>Reading material accessible to pupils</i> ● <i>Pupils can present their knowledge / views in a variety of ways</i> ● <i>Accessibility to personalised learning aids and scaffolds such as word banks, number lines and memory prompts</i> ● <i>Collaborative working opportunities</i> ● <i>Repetition and reinforcement of skills</i> ● <i>Visually supported learning environments</i> ● <i>Adjustments to alleviate visual stress</i> ● <i>Multi-sensory approaches to learning</i> ● <i>Methods to summarise and highlight key teaching points</i> ● <i>Questions adapted in accordance to level of understanding and emotional needs</i> ● <i>Interactive learning opportunities</i> ● <i>Teaching adapted to a range of learning preferences</i>
<p><i>Social, Emotional and Mental Health</i></p>	<p><i>ADHD, ADD</i></p>	<ul style="list-style-type: none"> ● <i>Visual timetables</i>

	<i>Adverse childhood experiences and/or mental health issues</i>	<ul style="list-style-type: none"> • <i>Social stories</i> • <i>Opportunities to work independently, without interruption in quieter spaces</i> • <i>ELSA</i>
<i>Sensory and/or Physical</i>	<i>Hearing impairment</i> <i>Visual impairment</i> <i>Multi-sensory impairment</i> <i>Physical impairment</i>	<ul style="list-style-type: none"> • <i>Adaptations to resources to ensure accessibility</i> • <i>Access to developmentally appropriate materials and resources</i> • <i>Adaptations to presentation of learning</i> • <i>Effective use of resources and access technology</i> • <i>Support as detailed in access plan or health care plan</i> • <i>Environmental adaptations to suit individual pupils</i> • <i>Access to equipment provided to ensure mobility</i>

Named Contacts

If you require any further information, please do not hesitate in contacting:

Jayne Wallington (Headteacher, DSL) – head@st-johns-burscough.lancs.sch.uk

Rachel Melton (Assistant Headteacher, SENCo, Deputy DSL) – r.melton@st-johns-burscough.lancs.sch.uk

Additional support

St John's is committed to working in partnership with parents in the best interests of their child. We offer signposts to other agencies who can support our families where appropriate and liaise with pastoral support to offer personalised support and guidance.

Details of Lancashire's expectations linked to Quality First Teaching, The Local Authorities Local Offer and Lancashire's expectations regarding SEND Provision in Primary Settings can be found on: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

National charities that offer information and support to families of children with SEND are:

- *IPSEA*
- *SEND family support*
- *NSPCC Family Action*
- *Special Needs Jungle*