

SEN Information Report ('School Offer')

What is the local offer?

Following the Children and Families Act (2014), the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014) became effective from the 1st September 2014. From this date, Local Authorities and schools are required to publish information about services they expect to be available to support children and young people with special educational needs and disabilities. The Local Authority refers to this as the '**Local Offer**'. Our Local Authority is Suffolk County Council. This information is updated annually.

The purpose of the Local Offer is to provide choice and transparency for families. It will be an important resource for parents in understanding the range of services and provision in the local area and should support them in making informed choices and decisions.

For more information:

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Our 'School Offer' is detailed in our SEN Information Report. It provides an outline of the provision and support available at our school to meet the needs of pupils with Special Educational Needs and disabilities. For further information please also see our SEND policy. Our report is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#). The SEND policy and information report will be reviewed by the SENCO **every year**. It will be approved by the governing board

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

The percentage of children with special educational needs at our school is 8.6% compared with 14.9% nationally.

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

Before they start School, we work with the people who already know our children and use the information already available to identify how we can meet their current and any emerging needs in our school.

We have an open door policy and parents/carers can raise any concerns in the first instance with the Class Teacher. Appointments can be made to speak in more detail to the Class Teacher by visiting/emailing the school office. If you wish for the SENDCo to be present at

the meeting; a request should be made when booking the appointment.

Throughout the year, Class Teachers will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; behaviour, self-esteem, ability to follow instructions or ability to form relationships are also areas considered.

Pupil Progress Meetings are held each term. This is a meeting where the Class Teacher meets with the Head Teacher to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

2. How will school staff support my child? How will the learning and development provision be matched to my child's needs?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers have high expectations for all children and carefully plan based on assessments. All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. The level of support your child receives will depend on their needs which we know can change over time. It is our aim to be responsive to any developing and emerging needs.

When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting with the Class Teacher to discuss a Support Passport Plan and their name will be added to the school SEN Register if required. They will write targets and this will be reviewed termly with the child and the parents.

High quality teaching is our first step in responding to pupils who have SEN. We encourage our teachers to use the following:

- explicit instruction as in Rosenshine's 'Principles of Instruction' (teacher demonstration followed by guided practice and independent practice)
 - a. teaching skills and concepts in small steps;
 - b. using examples and non-examples;
 - c. using clear and unambiguous language;
 - d. anticipating and planning for common misconceptions; and
 - e. highlighting essential content and removing distracting information.
- flexible grouping and 1:1 work
- recommended aids where possible, such as the use of technology, coloured overlays, visual timetables, larger font,

- allowing longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- ‘Scaffolding’ a temporary support that is removed when it is no longer required. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the child becomes able to complete the task independently.

If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills, then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant within or outside of the classroom. The length of time of the intervention will vary according to need; but will generally be for a term. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. Some children may have specific area of needs that require support through an intervention on a one to one basis.

We are an inclusive school and believe it is important for children with SEN to be independent and therefore do not provide daily one to one support.

Occasionally, a pupil may need more expert support from an outside agency/Specialist Education Services (SES). A referral will be made, with a parent’s consent. Some services that have been involved with the school and used to date are:

- Early Help through a Common Assessment Framework (CAF)
- OT (Occupation therapy)
- SALT (Speech and Language Therapy)
- School Nursing/Primary Mental Health Worker
- Emotional Wellbeing hub

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=Nh2oJw7Qq4I>

- SES – Cognition and Learning Team, Communication and Interaction Team, Social Emotional and Mental Health Team, Physical and Sensory Team or the Alternative Tuition Services.

Recommendations from external agencies via reports and feedback will be actioned where possible.

The time a child remains on the Special Educational Needs register varies, however, if targeted support has been effective and your child has made sufficient progress they may be removed from the register and monitored. Again, this will be discussed with the child and parents.

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

How will you help me to support my child’s learning?

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

At St John’s CEVAP we value parental engagement can be a highly supportive strategy to enhance learning. All parents are encouraged to contribute to their child’s education through discussions at Parents’ Evenings. Your child’s Class Teacher will suggest ways of how you can support your child at home.

Parents are invited in at the earliest opportunity by the Class Teacher if they identify a child may have SEND. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty,
- We will take into account the parents' concerns,
- Everyone understands the agreed outcomes sought for the child,
- Everyone is clear on what the next steps are.

If required, the child's name will be added to the SEN Register and a Pupil Passport will be written in consultation with the parents detailing the targets and provision to be put in place.

When completed, any reports/feedback for children with SEND from external agencies will be shared with parents.

If your child has an Education, Health and Care Plan (EHCP), a formal meeting will take place annually to discuss your child's progress to review the EHCP.

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

The school has a very caring and supportive team with a strong vision and ethos; a positive approach to behaviour management is adopted. Reward systems encourage good behaviour and are used within classes. The school has lots to offer in terms of emotional and social development, such as:

- Class Teacher, Teaching Assistant and SENCo are readily available for children who wish to discuss issues and concerns.
- Access to speak with Chaplain from CYM
- ELSA trained TA (Emotional Literacy Support)
- Daily Collective Worship/Reflection
- Extra-Curricular Clubs
- Roles and Responsibilities to build self esteem
- Star of the Week
- Celebration assemblies
- School Nurse/Emotional Wellbeing hub referrals if needed

For children with SEND the class teacher will liaise with the SENCo for further advice and support as and when required. This may also involve liaising with outside agencies such as health and social care professionals; this would be done with your permission.

We have a zero tolerance approach to bullying. The school works with parents and children to encourage high levels of attendance.

What if my child has a specific medical need?

- If a child has a specific medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers.
- These Health Care Plans are discussed with all staff who are directly involved with

the pupil.

- Staff receive Epipen training.
- All Teaching Assistants have basic First Aid training, a few have additional paediatric specialist training.

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

Occasionally a pupil may need more expert support from an outside agency. A referral will be made, with your consent. Any discussions with the professionals include parents and the child as appropriate. Together we review the child's progress, agree what everyone will do to make learning more effective and set appropriate targets. Some services that have been involved with the school and used to date are:

- OT (Occupation therapy)
- SALT (Speech and Language Therapy)
- School Nursing/ Primary Mental Health Worker
- Educational Psychology
- Social Services
- GP
- Paediatrician
- Mental Health Service for Children and Young People in Suffolk (CAMHS)
- Early Help through a Common Assessment Framework (CAF)
- Emotional Wellbeing hub
<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/advice.page?id=Nh2oJw7Qq4I>
- SES – Cognition and Learning Team, Communication and Interaction Team, Social Emotional and Mental Health Team, Physical and Sensory Team or the Alternative Tuition Services.

An Educational Psychologist would normally only work directly with a child whose needs are felt to be quite considerable/unknown and/or not responded well to the interventions previously put in place for them.

In order to help understand the child's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. They will offer advice to the school and parent/carers on how to best support the child in order to take their learning forward.

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

Our SENCO has 2 years' experience in this role and has worked as a Class Teacher for 18 years. We have a team of 8 teaching assistants, including 2 Higher-Level Teaching Assistants (HLTAs).

The school is committed to further developing the skills and knowledge of the staff supporting children with SEN. Recent training includes:

- Inclusion Support Meetings
- SENDCo Forums/Meetings

- NASENCO (National Award of SENCo)
- ELSA (Emotional Literacy Support)
- Memory and Comprehension Training

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

We are committed to making reasonable adjustments to ensure participation for all, so please contact our Head teacher or SENCO to discuss specific requirements.

All children are encouraged to take part in:

- extra-curricular activities
- school visits
- Residential trips.
- sports day
- school plays
- special workshops

8. How accessible is the school environment?

As a school, we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- 2 toilets adapted for disabled users.

9. How do we evaluate the effectiveness of provision for children with SEN?

- Reviewing children's individual progress towards their targets each term
- Reviewing the impact of interventions after completion or termly
- Monitoring by the SENCO/SEND Governor
- Holding annual reviews for pupils with EHC plans

10. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office ([01473727554](tel:01473727554)/office@st-johns.suffolk.sch.uk) to arrange a meeting with the Class Teacher. If appropriate, please also advise the office if you would like the presence of the SENDCo (Mrs E Burton), the Head Teacher (Mrs J Betts) or the SENDCo Governor.

Please see our Complaint Procedure Policy (available on our website) with regards to making a complaint.

11. 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?

Many strategies are in place to enable the children's transition to be as smooth as

possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a Transition Session where they spend some time with their new Class Teacher. Additional visits are also arranged for children who need extra time in their new school.
- Transition booklets may be written and supplied.
- The SENCo is always willing and would encourage parents/carers to visit the school and arrange a meeting to discuss how the school can meet their child's needs prior to applying for a place.
- Secondary school staff visit pupils prior to them joining their new school.
- Our SENCo/ Class Teacher will liaise with the SENCOs from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with SENCo/Class Teacher, the secondary school SENCO, the parents/carers and where appropriate, the child.

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

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.

The additional provision may be allocated after discussion with the Class Teacher at Pupil Progress Meetings or if a concern has been raised by them at another time during the year.

Resources may include deployment of staff depending on individual circumstances, all of which must be budgeted for.

The school has access to **High Needs Funding** for learners who have a high level of Special Educational Needs/Disabilities. In order to access High Needs Funding, the SENDco will make an application to County demonstrating the level of need and provision in place.