

SEND Information Report 2023-24

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils, including LAC, with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest.

Schools should use this template as a basis for their SEN Information Report. It has been developed in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' 2015 to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2023 which addresses specific areas and additional risks staff members should be aware of for pupils with SEND. Some sections have been included that are good practice (signposted as 'optional') – these relate to the information outlined in KCSIE and the spending of your SEND budget. Whilst these are optional, including information on these shows additional transparency and demonstrates how your school is meeting its duties in other areas.

Wherever possible, provide bullets under each section to make sure your report is easy to follow.

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Our school's approach to supporting pupils with SEND

At Mexborough St John's C of E Primary School, we have a commitment to ensuring that all pupils, regardless of their specific Special Educational Need (SEN), make the best possible progress during their time in school. We believe that all children have a right to access quality first teaching in a classroom, and if additional support is required, it will always be done at classroom level first; this is the start of the graduated response approach. If your child still needs help following this, they may need extra support outside the classroom. This is usually on a 1:1 / 1:2 or small group basis, with a trained TA and is designed specifically to meet their needs, to fill any gaps in learning, give extra opportunities to develop skills and understanding and to boost learning and confidence. At this stage, external professionals may also become involved to advise school, assess children and contribute to plans. All children on the SEN register have a school support plan or a formal support plan and all plans are written collaboratively, based on identification of need, shared with all relevant stakeholders and reviewed on a termly basis. As a result, the assess, plan, do, review model underpins all our provision.

Catering for different kinds of SEND

Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. Children with learning difficulties are likely to need support in all areas of the curriculum. A child with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This may be a difficulty in reading and writing (dyslexic tendencies), maths, co-ordination (dyspraxia).

Communication and interaction

Children and young people with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their verbal and non-verbal language in order to support their thinking, as well as their communication skills. This includes children with specific speech and language needs (difficulty forming sounds or processing words etc) and children with an Autism Spectrum Disorder, including autism and Aspergers Syndrome.

Sensory and/or physical needs

There are a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children only require minor adaptations to the curriculum, their study programme or the physical environment to be able to access learning, although others may need more. For example, Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers. Similarly, children with sensory processing difficulties may need specific intervention and provision to enable children to access the curriculum.

Social, emotional and mental health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (e.g. anxiety) or problems of conduct (e.g. oppositional behaviours). Some children may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Key staff and expertise

The SENCO

Mrs Sophie Hickman
senco@msj.jmat.org.uk
01709 582619

Securing and deploying expertise

Mrs L Loftus
Area of expertise - SEMH
Training - Thrive

Francesca Hardman

Area of expertise - Cognition and learning intervention

Training - Reading and phonics interventions (PAT programme / PECS / Little Wandle / sensory circuits)

Mrs R Leader

Area of expertise - Cognition and learning intervention

Training - Reading Recovery / Little Wandle

At our school we have a graduated response approach, which focuses heavily on quality first teaching as the first part of any child's provision. With this in mind, all our staff are responsible for high expectations and good quality teaching for all SEN pupils and are expected to respond to need at a classroom level accordingly. As well as this, all teachers and TAs have received training around delivering bespoke intervention which supports access to the curriculum as a classroom level, sensory circuits to support pupils with sensory difficulties and Team Teach to support de-escalation strategies for pupils with SEMH. The staff named above have specialist training and experience and are deployed to deliver additional interventions in order for children to meet targets on their SEN plans. As well as these staff members, we also have 3 TAs who are employed to provide 1:1 support for pupils with high need.

Equipment and facilities

Specialist equipment is purchased for children based on need, as part of the provision required to enable them to access learning in their classroom. This includes specialist pens/pen grips, overlays, coloured paper, differentiated texts and mathematical equipment. We also have a bank of sensory break equipment, which we use to support children with sensory processing difficulties. Some resources/programmes are provided by outside agencies such as speech and language or occupational therapy services and some resources are highly specialised for specific children, such as hearing aids or walking aids. We liaise with both parents and outside agencies to ensure that we provide everything required for pupils to access learning fully and all staff supporting with these resources are always fully trained with the appropriate risk assessments in place.

Other professionals

We have access to a range of professional services, who can advise us on how to meet your child's needs, if specialist intervention is required. These services include:

- Educational Psychology Service
- ASCETS (Autism and Social Communication Education and Training Service)
- S< (Speech and Language Therapy)
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health Services)
- MIND (Mental health counselling support)

We will refer to these services in circumstances where we feel more specialised intervention is needed than what can be offered in school and will always discuss this with you before a referral is made. However, as part of our graduated response, a referral will only be made once we have already put school based support in place, reviewed the impact it has had and decided that a higher level of support is required.

Identifying and assessing pupils with SEND

Children start school with varied experiences and usually need a little time to settle in and get used to new learning opportunities. However, some children find this difficult and need more support. Many children with complex needs have these identified very early. Parents and carers may have already noticed that their child struggles in certain areas. For other children, difficulties may only become clear as they grow and develop, and as they learn and interact in new and different ways. We regularly assess all pupils and this allows us to identify those who are making less than expected progress. Children will be identified as needing extra support if, despite high quality teaching, their progress is:

- below expected.
- not matching the child's usual rate of progress.
- leading to a widening attainment gap between the child and their peers.
- widening the attainment gap.

The class teacher and SENCo will monitor the pupil closely and make observations, which will also include discussions with parents, with clear review points.

If you have a concern about your child.

The first person you should talk to is your child's class teacher about any concerns that you may have. If you continue to be concerned that your child is not making progress, you may speak to the SENCO (Sophie Hickman / Adam Minor) or Inclusion manager (Lisa Loftus).

Consulting with pupils and parents

Parents

For every child in school open evenings/afternoons are held in the Autumn and Spring term, where parents are invited to come in to speak to their child's class teacher about general progress. In addition to this, you will also receive a formal written school report during the Summer term. However, if there are additional concerns about your child, the school or yourself may request additional meetings to discuss these in more detail. These meetings will also be used to plan any additional support your child may need or referrals to outside professionals that may be required. If your child is already on the SEN register, you will be invited to termly review meetings to discuss their progress with the SENCO/class teacher. There may be representatives from other services who work with your child at these meetings.

For further support and advice, you can contact Doncaster's Parent Partnership Service, who will be happy to discuss with you what you should expect us to be doing as a school to support your child.

Parent Partnership Service:

SENDIAS

Contact number 01302 736920

email sendias@doncaster.gov.uk

Under The Children and Families Act 2014, Local Authorities and schools are required to publish and review information about services they expect to be available for children and young people with SEN aged 0-25. This is called the 'Local Offer'. This is a useful tool for parents to use, to see what is available in Doncaster schools to support pupils, in order to improve choice and information for families. Doncaster's Local Offer can be found here:

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

Pupils

Wherever possible and appropriate, your child will be involved in discussing their needs and the support that is in place to meet them. They will be supported by school staff who will continually be gathering their views through frequent conversations. Children will be involved in setting and reviewing any targets that they may be working on. They will also have access to the Learning Mentor, Mrs Loftus, if they need some emotional support. When it is felt to be appropriate, children may be invited to review meetings. When this is not possible, children's views will be gathered beforehand.

Teaching approach

All children have a right to access quality first teaching in a classroom, and if additional support is required, it will always be done at classroom level first.

This would mean that the teacher has the highest possible expectations for children and all pupils in their class, that all teaching is built on what your child already knows, can do and can understand, that your child is fully involved in learning in class and that specific strategies and/or resources (which may be suggested by the SENCO) are in place to support your child to learn. This may involve extra adult support, additional resources, prompts and reminders or adjusting the expectations of a task. As well as this, your child may receive 1:1 reading support, extra spelling lessons, multi-sensory sessions, support for basic maths skills, fine motor skills exercises or handwriting practice. If your child is receiving support at this level, they will be classified, with your permission, as 'School Support' on the SEN register.

If your child still needs help, they may need extra support outside the classroom. This is usually on a 1:1/ 1:2 or small group basis, with a trained TA and is designed specifically to meet their needs, to fill any gaps in learning, give extra opportunities to develop skills and understanding and to boost learning and confidence. In most cases, a very personalised plan will be put into place for your child, and a School Support Plan (SSP) will be completed, to make sure everybody involved, including you, your child and all staff, know what targets have been set, how they are being supported and what the expected outcomes are. If your child is receiving support at this level, they will be classified, with your permission, as formally SEN on the SEN register. You will receive a copy of the SSP.

Transition support

We recognise that transitions between schools and classes can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- If your child would benefit from a book/passport to support them in understanding moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
- We will request all relevant paperwork relating to your child's SEN.

If your child is moving to another school (including to Y7):

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. When your child is moving to their new school, a planning meeting will take place with the SENCO from Mexborough St John's.
- Whenever possible, visits will be arranged to the receiving school for your child, prior to the move.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. SSPs and provision maps will be shared with the new teacher.
- During the final weeks of the school year your child will visit his/her new class on at least two occasions in order to become familiar with new staff and classmates.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.

Inclusivity in activities

To make the curriculum accessible to children on the SEN register or children with disability we have the following accessibility arrangements in place:

- We ensure that any teaching strategies, equipment, resources and curriculum support used in classroom to enrich learning are accessible to all children, regardless of their needs.
- Additional adults available and deployed effectively for where support is required.
- Good communication with parents and carers and effective strategies for collecting pupil voice to ensure we use pupil strengths and interests to enable access.
- Facilitate peer support.
- Effective differentiation, based on good assessment of what children can do and what they need next.
- There is a disabled toilet and parking.
- School trips and residential visits are open to all pupils, regardless of their needs and school make adjustments to ensure that all pupils can access these experiences.
- After and before-school provision is available to all children, including those with SEN. Additional adults are deployed where necessary to provide extra support where needed.
- Extra-curricular activities are available and accessible to children, including those with SEN. Additional adults are deployed where necessary to provide extra support where needed.

At Mexborough St John's, we strive to ensure that every child feels happy, safe, respected and valued by the whole school community. Your child's happiness and well-being is paramount to ensuring that they are able to achieve to their best potential. However, we understand that children may at times have barriers to their learning caused by social and emotional factors. This may cause difficulties with behaviour, expressing emotions, or making friends and communicating. It may also cause children to become withdrawn or anxious. In order to ensure that children are developing socially and emotionally, we have a learning mentor who runs small group nurture groups and 1:1 support. If your child accesses this, we will always discuss this with you beforehand.

Mexborough St John's has a no tolerance policy in relation to bullying. It is our aim to ensure that all children feel safe and secure in our environment. If you have any concerns about a bullying issue, please contact your child's class teacher.

Evaluating effectiveness

We will talk to your child about how they feel about their learning and their progress, how confident they feel and what new skills they think they have. If your child finds it difficult to communicate verbally, we will use other methods of communication to find out how they feel about learning. Open evenings/afternoons and review meetings (following the assess, plan, do, review model) are held to discuss this progress with you so that your comments can also inform us of how well support is working. Your child's progress will also be continually monitored by his/her class teacher. Various assessment tools are used to track if pupils are meeting their targets, including the engagement model, the Birmingham toolkit, Thrive assessments, national assessments and phonics screening. These are used to measure how well support is working for in class support and interventions. We will also look at work in books, how well your child is using learning in lessons in different ways and how much of new and old learning they are remembering and using. Lesson observations and pupil interviews will also help us to work out how much progress your child is making and to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Handling complaints

We have an open door policy at Mexborough St John's and appointments can be made to see staff, by either speaking to the office or contacting us on 01709 582619. If you have concerns about your child, you should make an appointment to see their class teacher as soon as possible, but appointments can also be made to see Sophie Hickman, the SENCO or Adam Minor, the Headteacher, if you feel this is appropriate. For details on our complaints procedure, please ask in school or visit our website.