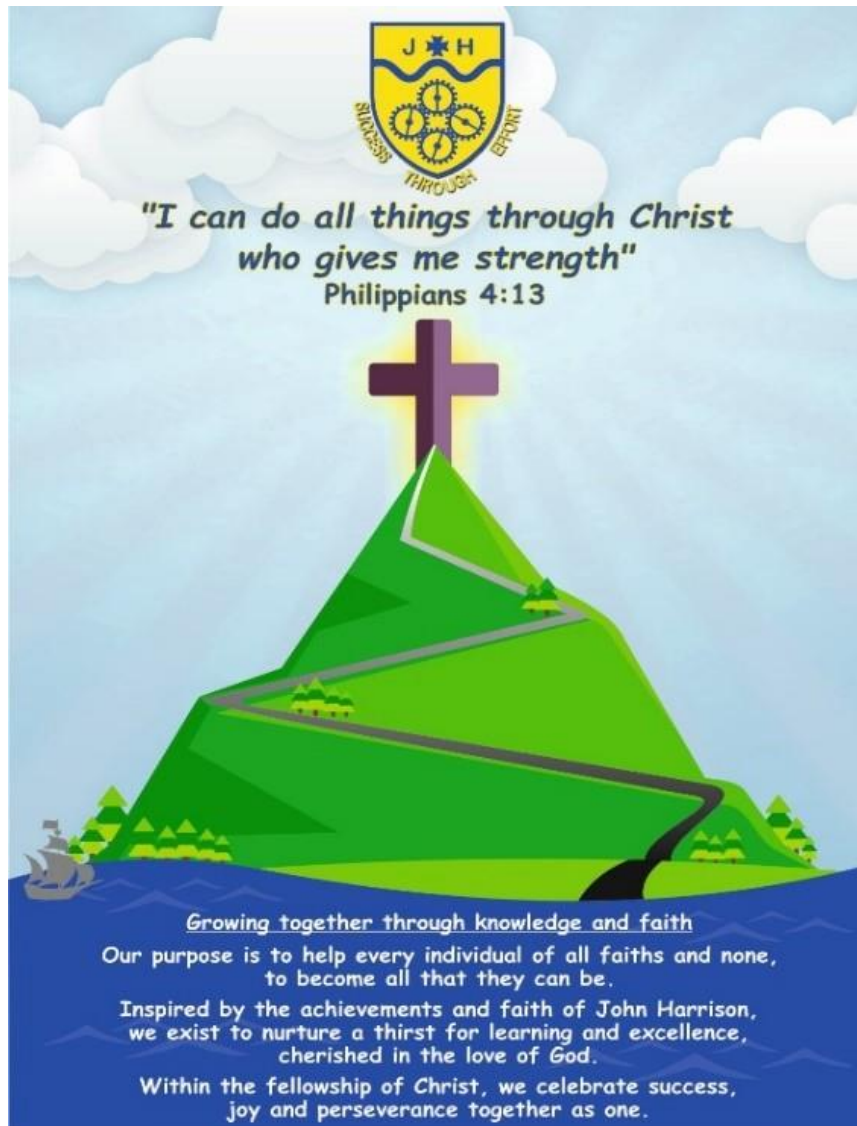


John Harrison CE Primary School

SEND Information Report 2024



Date reviewed: October 2024

Date of next review: October 2025

Amendments:

- Updated pupil, parent and staff voice.
- Updated figures for SEND pupils.
- Updated training undertaken over the last academic year.
- Updated complaint section.
- Updated challenges and areas for development section.
- Updated finance sections.

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

John Harrison C of E Primary School

SEND Information Report

October 2024

SENCO: Miss S. Brown

SEND Governors: Mrs M Murdoch and Mr D Blakey

FAMILY LIASON OFFICER: Mrs. C. Wells

Contact: 01469 530350

Dedicated SEN time: 3 hours

Local Offer Contribution: www.northlincslocaloffer.com

Whole School Approach:

Lessons will be planned well to ensure good short-, medium- and long-term progress. All teachers are responsible for planning, evaluating and teaching in their classes. Individual teacher short term planning outlines the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate adaptation, progression and attainment at this point in the planning process.

Teaching and learning at our school will take the backgrounds, needs and abilities of all children into account. We will adapt learning to cater to the needs of all of our children, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils

By:

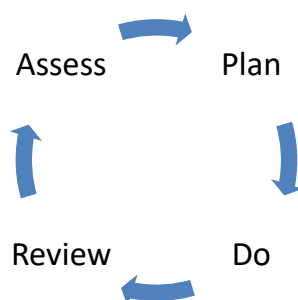
- Using support staff effectively to provide extra support,
- Working with our SEND co-ordinator (SENDCO), our children with SEND, and their parents to establish the appropriate level of material to support these children to make good progress,
- Providing resources which support access to learning.

(**Reference:** Teaching & Learning Policy 2023)

We strongly believe that **ALL** children should be given every opportunity to be fully included in all aspects of school life and therefore ensure that all of our learners have access to a broad, balanced, relevant and differentiated curriculum which meets individuals' needs whilst allowing them to develop their social skills.

Our Christian values are Compassion, Forgiveness, Friendship, Hope, Endurance, Peace and Respect. We strive to ensure that the Children and Young People in our school consider these in all aspects of their school life to create an all-inclusive environment based on mutual respect where **everybody** has the opportunity to have success through effort.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



- **Assess:** We are committed to the early identification of special and additional educational needs. Initial concerns regarding a child needing extra support will come from the class teacher and parents. Following these concerns the child's needs will be assessed and closely monitored. This involves observations made by the class teacher which are then discussed with the SENDCo, key members of staff and parents or carers. The assessment process could also include discussions with previous settings, additional assessments and tests and analysis of the pupil progress data that is used in school to monitor and track the progress and attainment of all pupils. Outside agencies may also be involved with the consent of the parents.

If we have concerns that a child has unidentified special educational needs, we can use a neurodiversity checklist which guides our attention towards particular areas of need. From here, there are more specialist toolkits such as the SALT toolkit, ASET toolkit and sensory needs toolkit. There is also the GL Portfolio to uncover specific cognition and learning needs.

SENDCo

- **Plan:** The child, their parents or carers and any professional agencies that are involved will then be involved in the planning process. Targets and support will be identified focusing on the desired outcomes for the individual child. This planning process will also identify how the outcomes are to be achieved. These will be clearly detailed within an Individual Support Plan (ISP).

Possible actions formed from this planning process may include:

- The use of different materials or special equipment.
 - Further group or individual support.
 - Commencement of specific programmes, such as Talkabout or Think Good Feel Good.
 - Extra time with an adult to carry out specific interventions, such as Precision Teaching.
 - Staff development and training to support specific strategies.
 - Access to support from within the local authority, such as outreach support from St. Luke's Primary School.
 - Meetings with outside agencies, such as Educational Psychology or the Physical Disability Team to carry out further assessment or offer programmes of support.
- **Do:** The plan is then implemented by the class teacher and interventions or targeted activities are carried out by either the teacher or by support staff under the guidance of the class teacher and SENDCo. These will be delivered over a set period of time and

monitored closely to ensure their impact is maximised. The class teachers and SENDCo monitors and evaluates the effectiveness of the provision and intervention programmes.

We are very pleased to see the support in place following the support of the educational psychologist and her recommendations. Thank you.

You all do a great job to support X, thank you.

There seems to be good support for X. His teacher and staff in the classroom seem to be aware of his individual needs and he is happy. X feels supported in school.

LKS2 Parents

Review: All targets and the progress made towards the agreed outcomes will be reviewed regularly. The time scale will depend on the individual and the length of the intervention or support programme that is being used. These are discussed with parents and the child and this discussion then informs the next cycle of report.

We set SMART targets that also give a suitable level of challenge.

As part of the June Individual Support Plan (ISP) review process, 75% (44 out of 59 targets) were met and 18.6% (11 out of 59 targets) were partly met.

SENDCO

Please see our **Graduated Approach Documentation** that outlines these stages which support all children in our school.

SEND Needs:

The SEND Code of Practice 2014 defines a child as having a special educational need if they have “a significantly greater difficulty in learning than the majority of others of the same age” or, “has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.”

Children and young people’s SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Children who need support in this area may have difficulties with speech, communication, social interaction or have an Autism Spectrum Disorder. We have established strong professional relationships with the Speech and Language Therapy Team (SALT) as well as the Autism Spectrum Education Team (ASET). Partnership working, which includes regular ‘Communication Planning’ meetings with the Speech Therapist and SENDCo, enables us to ensure all children are receiving the best support. This could be through individual therapy, additional classroom support, or the use of resources and strategies to support their varying communication needs.

I have regular check-ins with individual pupils to ascertain general wellbeing. This may be upon arrival in school, on the playground or when eating lunch in the school hall. This allows children to be able to regulate their emotions through conversation. Similar support is provided to parents who need a listening ear.

Family Liaison Officer

Children that have difficulties with cognition and learning may have a Specific Learning Difficulty (SpLD), such as dyslexia, dyscalculia or processing difficulties. More severe learning difficulties would be described as Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) or Profound and Medical Learning Difficulties (PMLD). Within our school, we have a number of pupils with Specific Learning Difficulties. All work is tailored to suit the needs of the individual ensuring that their progress is monitored, often in smaller steps, and that they are receiving a suitable level of challenge. We have a number of specific interventions that can support these children, including Toe by Toe and use of the ~~Nessy~~ Power of Two programme. We also provide guidance to parents in ways that they can help at home.

The curriculum meets the needs of pupils effectively, including those pupils with special educational needs and/or disabilities (SEND). Where necessary, teachers adapt tasks, for example by breaking learning down into smaller steps.

OFSTED Report September 2023

3. Social, emotional and mental health

Having difficulties with social, emotional and mental health could include conditions such as Attention Deficit Hyperactivity Disorder (ADHD), or behaviour. The social wellbeing of ALL our children is very important to us. The development of the role of the Inclusion Manager has ensured that families and their children are supported in the most effective way. The Inclusion Manager is also our school 'Mental Health Champion'. She has established excellent links with other professionals such as the Children and Adolescent Mental Health Service (CAMHs). We have a number of different types of therapies that we are able to offer children including Play Therapy, Lego Therapy and Drawing and Talking Therapy. Some SEND children participate in Get Ahead Wellbeing Sessions, which is funded through our Sports Premium Funding.

Children across Key Stage 2 have benefited from Think Good, Feel Good sessions in our wellbeing workshops. These have been particularly benefit for our children with SEND.

"Your inner voice, you shouldn't listen to it when it says things that aren't true."

"Everyone makes mistakes and that's okay."

"I celebrate what I can do on Fridays in my homework diary."

UKS2 Pupil

4. Sensory and/or physical needs

Children's sensory or physical needs can vary greatly. This area of need includes children that may have a visual or hearing impairment, multi-sensory integration disorder or a physical difficulty such as hypermobility syndrome. We aim to ensure that all children can access the school environment fully and we strive for the inclusion of all within the capabilities of our school building. Plans for individual children are put into place in consultation with parents and the accessibility plan is reviewed annually

taking into consideration the sensory and physical needs of the children and their parents. Please also see the Disability and Accessibility Policy on our website.

As of the end of the Summer term 2024, we have 25 children on the SEND Register.

5 children have an Education, Health and Care Plan.

We currently seek advice and support from professionals in the following agencies:

- Autism Spectrum Education Team (ASET)
- Educational Psychology
- Child & Adolescent Mental Health Service (CAMHs)
- Educational Welfare Officers (EWO)
- Physical Disability Team
- Speech & Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- School Nurse and Learning Disability Nurse
- Primary Behaviour Support
- St. Luke's Outreach Support
- SEN and Disability Information and Support Service (SENDIASS)
- Changing Lives Through Changing Minds

We have internal processes for monitoring quality of provision and assessment of need.

These include:

- A rigorous Graduated Approach that includes an 'Initial Concern' cycle so that children can be monitored closely to assess their needs before a decision is made about whether they have a specific barrier to learning or a special educational need.
- Access to an extensive range of assessment tools including British Picture Vocabulary Scale (BPVS), GL Assessment Dyslexia Screener, Autism Spectrum Education Team Toolkit, Sensory Needs Toolkit, Speech and Language Therapy Toolkit and Boxall Profile.
- Close monitoring of interventions through provision mapping for all children that receive additional support in each class with vulnerable groups highlighted.
- Individual tracking documents for each intervention that clearly show the children's starting points, targets and the small steps progress that they are making.
- Additional assessment points and systems for Maths and English (NFER).
- Pupil progress meetings.
- Analysis of data against national data sets through Target Tracker and use of the Fisher Family Trust data analysis tool.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
ISP Reviews	Class Teacher / Parents or Carers / Child / SENDCo	At least termly
Parent Consultations	Class Teacher / Parents or Carers	October, March and July or as required for some children
EHCP Annual Review Meetings	Class Teacher / Parents or Carers / Child / SENDCo / Professionals involved with supporting the family or child / children	Yearly
Early Help Meetings	Inclusion Manager / Class Teacher / Parents or Carers / Child / SENDCo / Professionals involved with supporting the family or child / children	As required (typically half termly)

Staff development

We are committed to developing the ongoing expertise of our staff.

The designated Special Needs Coordinator for our school is Miss. S. Brown. She completed the National Award for Special Educational Needs Coordination with Bath Spa University in November 2020.

This year, the following training has been completed:

	Whole School Staff	SENDCo	Inclusion Manager	Specific teachers	Specific Support Staff
Autumn Term 2023	Whole School Attachment and Trauma Training with AC Education				
Spring Term 2024	Whole School Emotion Coaching with AC Education			Senior Leadership Team- Attachment and Trauma Meeting with AC Education.	
Summer Term 2024		ADHD training led by North Lincolnshire LA Behaviour Support Team. North Lincolnshire SENDCo Network Meeting. Dyslexia training led by Odette Read from Lincolnshire County Council's Outreach Team.			

In addition to this further individual support has been provided by the SENDCo to teachers as required.

This academic year, we became a 'Trauma Informed School'. Staff accessed training on Adverse Childhood Experiences, Trauma and Attachment and Emotion Coaching. We have worked closely with AC Education to audit our practice and develop our approaches.

Assistant Head Teacher

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for their future.

The class teacher has overall responsibility for providing targeted and effective support to children requiring extra help. The extra support may include working as part of a small group or working on a 1:1 basis with an adult. This additional help could be provided by both the class teacher and a member of support staff.

Support staff deployment is reviewed regularly to ensure the correct support is in place and that the children's needs are being met. This could be support with learning, but also emotional and well-being support.

7

Finance

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on children's individual needs.

School Partnerships and Transitions

For all children when entering or leaving our school, we have extensive school transition plans that are put into place to ensure the process is as smooth as possible. Staff will prioritise meetings with parents and key professionals and, where needed, a specific transition programme will be set up to cater for a child's individual needs to ensure they are prepared to move onto the next stage. This includes home visits and visits to pre-school settings and links with the area SENDCo supporting children in the pre-school phase.

This year, we supported 7 children in their transition to secondary school.

Transition programmes will be set up to cater for a child's individual needs to ensure they are prepared to move onto the next stage of their education. This included close liaison with the SENDCo at the receiving school.

In addition to this as part of the Barton Local Collaborative Trust, we have close links with local primary schools and Baysgarth Secondary School. We also have close links with the local pre – school.

Transition sessions within school took place with children meeting their new class teachers outside. For pupils who required further support, we emailed out a 'Guide To Year ____' with photographs

I think it's really something to celebrate and all the staff at John Harrison deserve a huge pat on the back for giving this young man a second chance.

ASET Specialist Teacher regarding the transition of a new pupil with an EHCP into school.

Complaints

Our complaints procedure is clearly detailed in our Concerns and Complaints Policy available under the Policies Tab of our school website:

<https://johnharrisonceprimary.com/northlincs/primary/johnharrison/site/pages/policies>

This year, we have had one complaint.

Challenges this year

Challenges for our school have included:

- Increase in number of children with severe needs coupled with little funding for additional support.
- Length of time on waiting lists to access specialist support.
- Managing community expectations of what schools are able to provide.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Whole school plan to develop children's understanding of emotions and how to deal with emotions in order to become more resilient.
- Maximise the achievement of children with SEND through highly effective whole class curriculum adaptations.
- Maximise the achievement in reading of the lowest attainers through support/challenge in class provision whilst continuing to foster a love of reading.

In preparing this report, we have included staff, parents and children and young people through discussions with individual pupils and small groups, talking to parents at consultations, meetings and reviews and by seeking the views of staff within school.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Health and Safety Policy
- Medical Needs Policy
- Equality and Diversity Policy
- Disability and Accessibility Policy
- Teaching and Learning Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: October 2024

Due to be reviewed: October 2025