



John Harrison Church of England Primary School  
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## SEND Information Report

Date reviewed: September 2019

Date of next review: September 2020

Amendments:

- Complete change of format using new recommended format by Education Inclusion Team.
- Addition of pupil, parent and staff voice.
- Updated figures for SEND pupils.
- Updated training undertaken over the last academic year.
- Introduction of challenges, complaints and areas for development section.
- Inclusion of details of finance and deployment of support staff.



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Council England



# John Harrison C of E Primary School

## SEND Information Report

March 2019

SENCO: Miss S. Brown

SEN Governor: Mrs K. Moore and Mrs I. Leah

INCLUSION MANAGER and MENTAL HEALTH CHAMPION: Miss. L. Burnett

Contact: 01469 530350

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[lburnett.johnharrison@blct.org.uk](mailto:lburnett.johnharrison@blct.org.uk)

Dedicated SEN time: 3 hours

Local Offer Contribution: [www.northlincslocaloffer.com](http://www.northlincslocaloffer.com)

### Whole School Approach:

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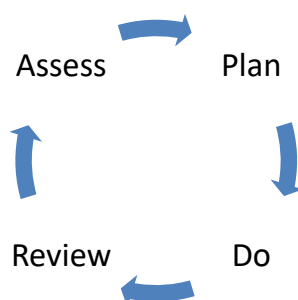
Across the whole school, from The Early Years Foundation Stage through to Year Six, all planning is fully differentiated to meet the needs of individual children, irrespective of their skills base and the level in which they are currently working. The provision and progress for all children is the responsibility of the class teacher. High quality first teaching and additional support is available to all children and adapted to suit their needs. We have high expectations embedded within our school ethos and aim to provide a personalised approach to learning. We are committed to providing the highest possible educational standards and giving every learner the confidence to succeed.

(**Reference:** Teaching & Learning Policy January 2018)

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 SENCo, 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.

We use toolkits provided by specialist services (e.g. Boxall Profile, ASET checklist) to help both the class teacher and the parents support the child's needs. Therefore, we encourage both parents and the class teacher to complete the documentation to establish potential barriers to learning. From here, appropriate strategies are selected which enable the teacher and parents to work together to improve outcomes. This collaboration aids success.

SENCo

- **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).

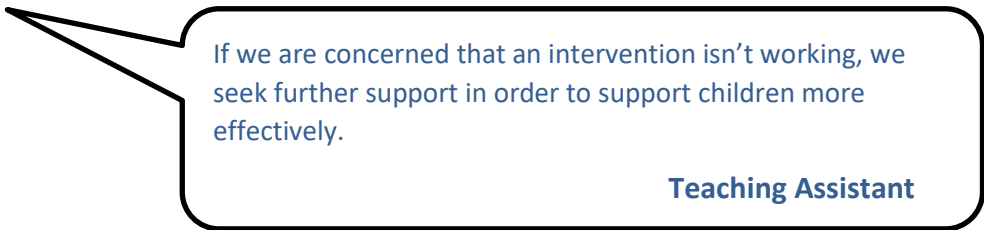
**Possible actions formed from this planning process may include:**

- The use of different materials or special equipment.
- Further group or individual support.
- Commencement of specific programmes, such as 'Lexia' or 'Write from the Start'.
- 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.

Working with the Educational Psychologist has enabled us to plan ways to overcome a child's barrier to learning. Using a specialist assessment tool from St Luke's Outreach Team, we are able to show the small steps of progress the child is making.

Class Teacher

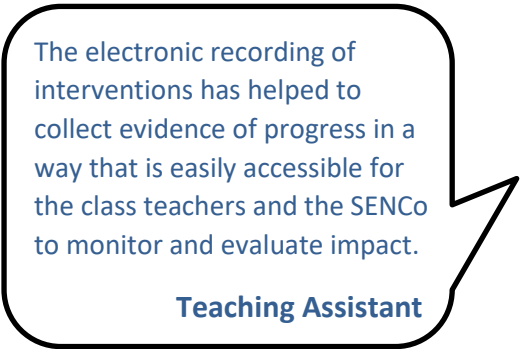
- **Do:** The plan is then implemented by the class teacher and interventions or targeted activities are carried out by either the teacher or by support staff under the guidance of the class teacher and SENCo. These will be delivered over a set period of time and monitored closely to ensure their impact is maximised. The SENCo monitors and evaluates the effectiveness of the provision and intervention programmes.



If we are concerned that an intervention isn't working, we seek further support in order to support children more effectively.

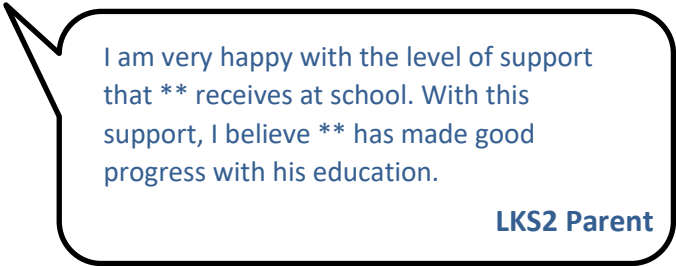
**Teaching Assistant**

**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, usually as part of an IEP or IBP review meeting and this discussion then informs the next cycle of report.



The electronic recording of interventions has helped to collect evidence of progress in a way that is easily accessible for the class teachers and the SENCo to monitor and evaluate impact.

**Teaching Assistant**



I am very happy with the level of support that \*\* receives at school. With this support, I believe \*\* has made good progress with his education.

**LKS2 Parent**

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

#### **SEND Needs:**

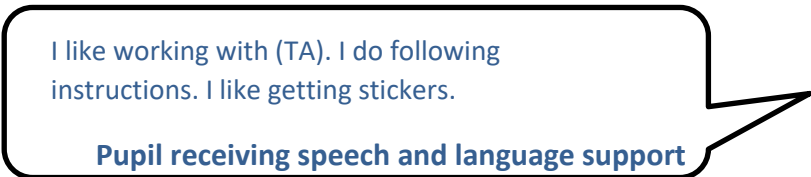
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The SEND Code of Practice 2014 defines a child as having a special educational need if they have “a significantly greater difficulty in learning than the majority of others of the same age” or, “has a disability which prevents or hinders him or her 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:

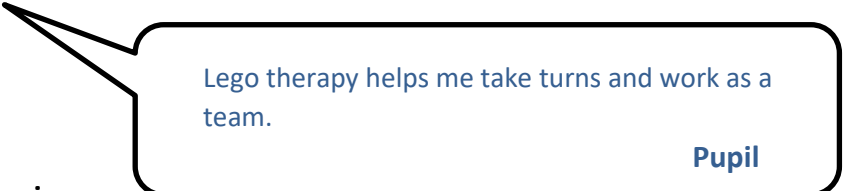
#### **1. Communication and interaction**

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 SENCo, 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 like working with (TA). I do following instructions. I like getting stickers.

**Pupil receiving speech and language support**

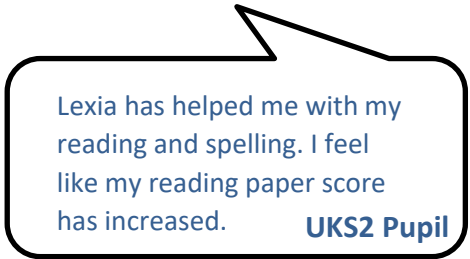


Lego therapy helps me take turns and work as a team.

**Pupil**

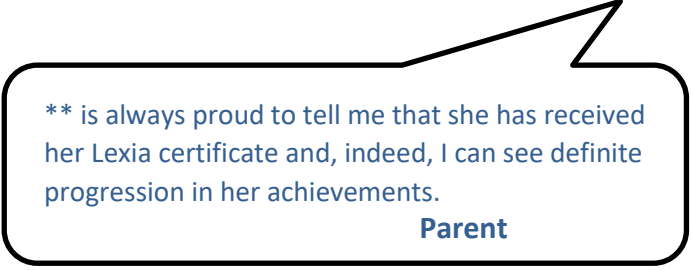
## **2. Cognition and learning**

Children that have difficulties with cognition and learning may have a Specific Learning Difficulty (SpLD), such as dyslexia or dyscalculia. 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 Beat Dyslexia and use of the Lexia programme. We also provide guidance to parents in ways that they can help at home.



Lexia has helped me with my reading and spelling. I feel like my reading paper score has increased.

**UKS2 Pupil**

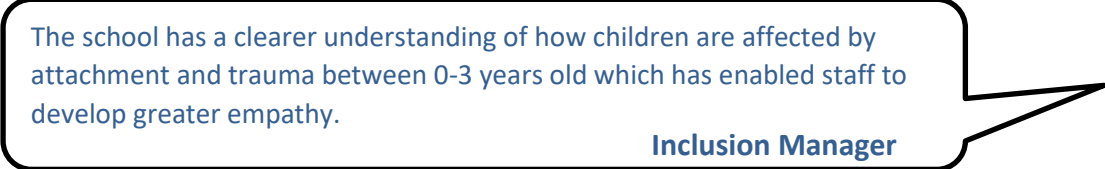


\*\* is always proud to tell me that she has received her Lexia certificate and, indeed, I can see definite progression in her achievements.

**Parent**

## **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.



The school has a clearer understanding of how children are affected by attachment and trauma between 0-3 years old which has enabled staff to develop greater empathy.

**Inclusion Manager**

#### 4. Sensory and/or physical needs

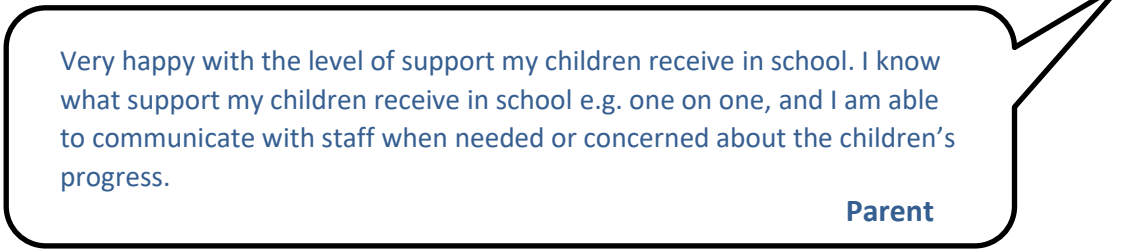
Children's sensory or physical needs can vary greatly. This area of need includes children that may have a visual or hearing impairment, multi-sensory integration disorder or a physical difficulty such as hypermobility syndrome. We aim to ensure that all children can access the school environment fully 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 May 2019, we have 36 children on the SEND Register. This equates to 19.2% of the school population

4 of these 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)



Very happy with the level of support my children receive in school. I know what support my children receive in school e.g. one on one, and I am able to communicate with staff when needed or concerned about the children's progress.

**Parent**

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 Wide Range Intelligence Test (WRIT), British Picture Vocabulary Scale (BPVS), GL Assessment Dyslexia Screener, Autism Spectrum Education team Toolkit, Speech and Language Therapy Toolkit and Behaviour Toolkit.
- 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 Literacy (PIRA, PUMA, PIXL)
- 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**

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

| <b>Action/Event</b>         | <b>Who's involved</b>                                                                                                                         | <b>Frequency</b>                                         |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| ISP Reviews                 | Class Teacher / Parents or Carers / Child / SENCo                                                                                             | 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 / SENCo / Professionals involved with supporting the family or child / children                     | Yearly                                                   |
| Early Help Meetings         | Inclusion Manager / Class Teacher / Parents or Carers / Child / SENCo / Professionals involved with supporting the family or child / children | As required (typically half termly)                      |

I liked having a Spider Man theme and listening to the music. We had juice and Jaffa Cakes. Everyone looked at my work (at my EHCP review).

**Pupil**

### **Staff development**

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

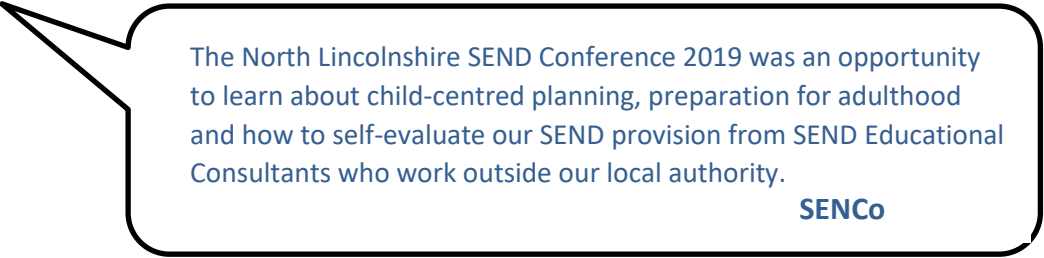
The designated Special Needs Coordinator for our school is Miss. S. Brown. She is completing the Postgraduate Certificate in Special Educational Needs with Bath Spa University and is due to qualify in March 2020.

The Inclusion Manager, Miss. L. Burnett has the National Award for Dyslexia (Dyslexia AMBDA) awarded by Edge Hill University in 2012.

This year the following training has been completed:

|                  | <b>Whole School Staff</b>                     | <b>SENCo</b>                                                                                                                                                                                                                                                                                       | <b>Inclusion Manager</b>                                                                                                                                 | <b>Specific teachers</b>                    | <b>Specific Support Staff</b>                                                                  |
|------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------------|
| Autumn Term 2018 | Mental Health and Wellbeing (ADHD Foundation) | NASENCo Qualification (Best Practice Network/Bath Spa University)<br><br>New-To-SENCo Workshop (North Lincs LA)<br><br>Primary SENCo Conference (North Lincs LA)<br><br>SENCo Cluster Meetings (BLCT)                                                                                              |                                                                                                                                                          | Downright Special Network Training          | Downright Special Network Training<br><br>Behaviour Training (LLF)                             |
| Spring Term 2019 |                                               | NASENCo Qualification (Best Practice Network/Bath Spa University)<br><br>Sensory Needs Training (North Lincs LA)<br><br>SENCo Cluster Meetings (BLCT)<br><br>Termly SENCo Meeting (North Lincs LA)                                                                                                 |                                                                                                                                                          | Speech and Language Toolkit Training (SALT) | Speech and Language Toolkit Training (SALT)<br><br>Speech and Language Training for TAs (SALT) |
| Summer Term 2019 |                                               | NASENCo Qualification (Best Practice Network/Bath Spa University)<br><br>SEND Conference (North Lincs LA)<br><br>SENDCo Reflection and Action Day (Scarlett's Consultancy)<br><br>The Role of Schools in Supporting Children Experiencing Early Adversity (Jennifer Nock Training and Consultancy) | SEND Conference (North Lincs LA)<br><br>The Role of Schools in Supporting Children Experiencing Early Adversity (Jennifer Nock Training and Consultancy) |                                             |                                                                                                |

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



The North Lincolnshire SEND Conference 2019 was an opportunity to learn about child-centred planning, preparation for adulthood and how to self-evaluate our SEND provision from SEND Educational Consultants who work outside our local authority.

**SENCo**

## **Staff deployment**

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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.

Some children have requirements within their Education, Health and Care Plans that allocate a specific amount of time that they should be supported and these are closely monitored.

## **Finance**

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Our notional SEN Budget this year was **£76,502** and the expenditure breakdown of that income is as follows:

- Support staff (additional to quality first provision) = £65,893
- Assessment profiles (WRIT) = £50
- Additional teaching resources = £ 2,345 including Lexia, resources, Lego for Lego Therapy Group
- Training = £2,169
- Plus, any other expense nominal variable amount for staff release time to attend meetings and additional SEND report writing / multi-agency liaison and Early Help attendance £6,045

## School Partnerships and Transitions

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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 SENCo supporting children in the pre-school phase.

This year, we supported 1 child 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 SENCo 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.

We also support the transition of pupils within school through an extensive period of transition over six weeks during the summer term. Some pupils have also been supported with their own transition booklets, social stories and additional visits to their new classrooms. New class teachers have also been involved with the review process for children that are due to move into their class.

This year, we hosted optional transition meetings for UKS2 pupils with the SENCo at Baysgarth School. It gave parents the opportunity to discuss their child's needs and ask any questions in a familiar setting. It also enabled the school staff to pass on information to support Year 6 pupils.

**Year Six Teacher**

Being part of the Barton Local Collaborative Trust SENCo Network has been hugely beneficial. We share expertise and work on joint projects such as working towards achieving the ADHD Friendly School accreditation.

**SENCo**

## Parent Feedback

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All parents of pupils with SEND were invited to complete a questionnaire in the summer term. The results of this questionnaire have been used to improve our policy and practice. It has also helped us to improve communication between parents, staff and pupils.

### Strengths

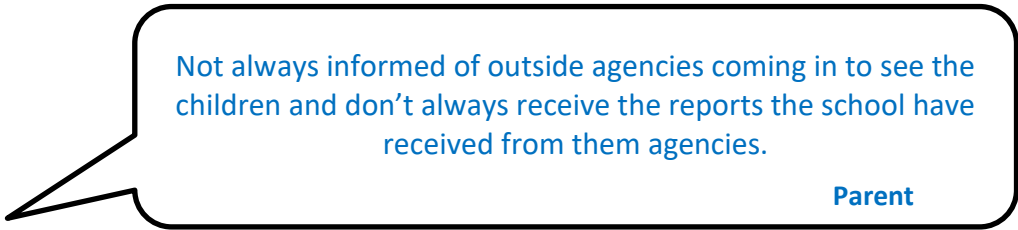
- My child feels safe and happy at school- 100% agree or partly agree
- I feel that my child is making good progress at school- 100% agree or partly agree
- I know how my child is supported in school- 100% agree or partly agree
- I feel that I have sufficient information and communication about my child's progress- 100% agree or partly agree
- I feel that my child is making good progress at school- 100% agree or partly agree
- My child is included in all extra-curricular activities and visits and strategies are put into place for them to succeed in these areas- 100% agree or partly agree
- I am informed about the interventions my child is accessing- 100% agree or partly agree
- I receive feedback of how well my child has progressed with interventions and in class- 100% agree or partly agree
- I am able to approach staff about any concerns that I have regarding my child – 100% agree

### You Said, We Did

Some parents of pupils in EYFS who have Speech and Language needs were unaware of who the SENCo is.

As a result of this:

- The staff list on the website has been updated to clearly identify who the SENCo is.
- In the EYFS transition talk with parents, the EYFS teacher will signpost who the SENCo and briefly explained the role of the SENCo.
- Where possible, the SENCo will attend the initial Speech and Language review of pupils in EYFS.



Not always informed of outside agencies coming in to see the children and don't always receive the reports the school have received from them agencies.

Parent

As a result of this, we have been made aware that reports from Primary Behaviour Support are not sent directly to the parents (which is usually standard practice for support services). We are now aware that any future reports from this service must be sent home via school. There are also times when services come into school for planned visits to see a particular child but then also decided to check up on another child's progress inadvertently. On these occasions, we will speak directly with parents at the end of the school day or write a note in the child's home-school communication book.

## **Complaints**

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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 no complaints.

## **Challenges this year**

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Challenges for our school have included:

- Providing appropriate and purposeful provision for a child with Down Syndrome. The school has received support and training from St Luke's Outreach Team and Downright Special Network.

## **Further development**

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

- Carry out learning walks with Senior Leadership to establish triangulation alongside work scrutiny and data analysis.
- Start to collate evidence for the ADHD Friendly School Award.
- Continue to address training needs that arise throughout the year.
- Continue to work closely with the Education Inclusion Team to address areas for development from the Good to Great review.

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: September 2019**

**Due to be reviewed: September 2020**