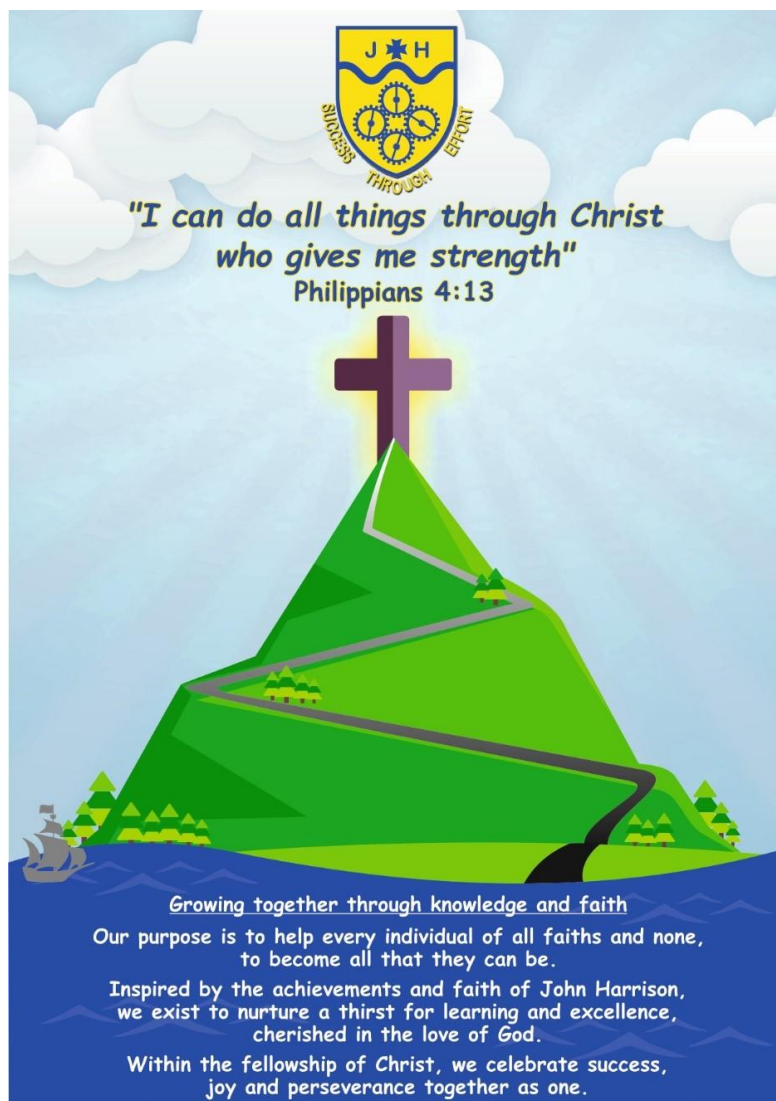


John Harrison C of E Primary School

SEND Information report 2022-2023



Date reviewed:	October 2022
Date of next review:	October 2023
Amendments:	• Updated pupil, parent and staff voice. • Updated external agencies list. • Updated figures for SEND pupils. • Updated training undertaken over the last academic year. • Updated challenges and areas for development section. • Updated finance sections.

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

John Harrison CE Primary School

SEND Information Report

SENCO: Miss S. Brown

SEN Governor: Mr P. Raistrick

FAMILY LIASON OFFICER: Mrs. C. Wells

Contact: 01469 530350

Dedicated SEN time: 3 hours

Local Offer Contribution: www.northlincslocaloffer.com

Whole School Approach

Our school vision and values lie at the very heart of what we want to achieve for all children through the teaching and learning process.

Growing together through knowledge and faith

Our purpose is to help every individual of all faiths and none, to become all that they can be. Inspired by the achievements and faith of John Harrison, we exist to nurture a thirst for learning and excellence, cherished in the love of God. Within the fellowship of Christ, we celebrate success, joy and perseverance together as one.

Across the whole school, from Reception 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 vision and values. We are committed to providing the highest possible educational standards and giving every learner the confidence to succeed.

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, Perseverance, 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.

The process in identifying children with SEND begins with the completion of a Neurodiversity Checklist. We also encourage parents to complete the same checklist to create a rounded picture of a child's needs. From this grid, predominant areas of need are highlighted, such as Speech and Language, Dyslexia, Dyspraxia, ASD and ADHD. At this point, we turn to more specialised toolkits produced by specialist services that enable appropriate strategies to be implemented. If further support is needed, referrals are made to outside agencies for bespoke intervention.

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 'Nessy' 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.

- **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 SENDCo monitors and evaluates the effectiveness of the provision and intervention programmes.

In Key Stage I, Precision Teaching has been an effective intervention to improve number and letter recognition. As it is repetitive and carried out daily, it helps children to transfer the information into their long-term memory. A tracking sheet documents the progress made over time and you can see improvements in the accuracy and consistency of their recall.

Class Teacher

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 have noticed a difference in X. X is much calmer.

LKS2 parent regarding use of ASET strategies and wellbeing sessions.

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:

I. 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.

A language rich environment in Reception helps all children but especially children with SEND to progress with their receptive and expressive communication skills. There is strong triangulation between parents, school and speech and language therapy which helps children to overcome their barriers.

Reception Teacher

2. Cognition and learning

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 Nesy programme. We also provide guidance to parents in ways that they can help at home.

I like Nesy because it helps me with spelling. It teaches me sounds and ways to remember how to spell the words.

UKS2 Pupil

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.

The Wellbeing Programme supports children with SEND with some of the key topics we cover, some of these being Mindfulness, Friendships, Emotions, Anxiety, Confidence and Self-esteem to name a few. Within those topics, we hope to provide children with coping strategies that would help with things such as stress, anxiety and emotional regulation. We hope that the topics we cover can contribute to reducing common behavioural, psychological and physical problems.

Daniel Moore, Programme Leader, Get Ahead

The 'Supporting Your Child's Anxiety' workshop delivered by North Lincolnshire Council's Community Learning on 16th May 2022 enabled parents to discuss any concerns and take away useful resources that they wouldn't ordinarily have access to. 15 parents/carers attended the workshop, which at that time was the best attended outreach session in North Lincolnshire. **Family Liaison Officer**

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 Autumn term 2022, we have 24 children on the SEND Register.

1 child has 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 / 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)

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	Family Liaison Officer	Specific teachers/Support staff
Autumn Term 2021				

Spring Term 2022	Dyslexia Training (Liz Croft, Educational Consultant) Emotional Coaching (Adele Neale, Educational Psychology)	Dyslexia Training (Liz Croft) Emotional Coaching (Adele Neale, Educational Psychology) EHC Hub Refresher Training (LA)		
Summer Term 2022			ELSA Training With Me in Mind (NHS)	With Me in Mind (NHS)

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

The training was helpful because it reminded me that we do many of the strategies mentioned on an everyday basis in lessons. I try to make a conscious effort to wait for a child to give me an answer as many need to take time to process the information. I also try to give instructions in a sequence and not too many at a time.

Class Teacher reflecting upon Dyslexia training

I have gained a clearer and extended understanding of other elements that a child with dyslexia could have difficulty with, such as times tables, as I have not seen these in the children I have supported before. I have also realised that it is a myth that it is most common in boys and I now realise that girls can find ways to mask it.

KS2 Teaching Assistant reflecting upon Dyslexia training

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.

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

Our notional SEN Budget this year was **£73,572** and the expenditure breakdown of that income is as follows:

- Support staff (additional to quality first provision) = £62,850
- Additional teaching resources = £212.71
- 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 = £10,500.29

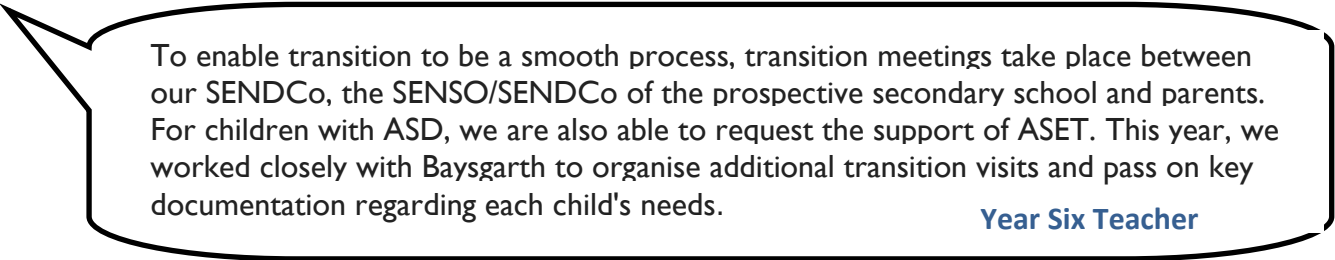
School Partnerships and Transitions

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 3 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.



To enable transition to be a smooth process, transition meetings take place between our SENDCo, the SENSO/SENDCo of the prospective secondary school and parents. For children with ASD, we are also able to request the support of ASET. This year, we worked closely with Baysgarth to organise additional transition visits and pass on key documentation regarding each child's needs.

Year Six Teacher

Transition sessions within school took place with children meeting their new class teachers outside. For pupils moving from Key Stage 1 to Key Stage 2, we emailed out a 'Guide To Year 3' with photographs of Key Stage 2.

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 no complaints.

Challenges this year

Challenges for our school have included:

- Lack of rapid response from external services.

Further development

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

- Continue to monitor the effectiveness of interventions.
- Organise refresher training for teaching assistants with regards to supporting pupils with ASD.
- Organise parent workshops in collaboration with the Family Liaison Officer on specific difficulties.
- Support class teachers to 'close the gap' for children with SEND

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: Autumn 2022

Due to be reviewed: September 2023