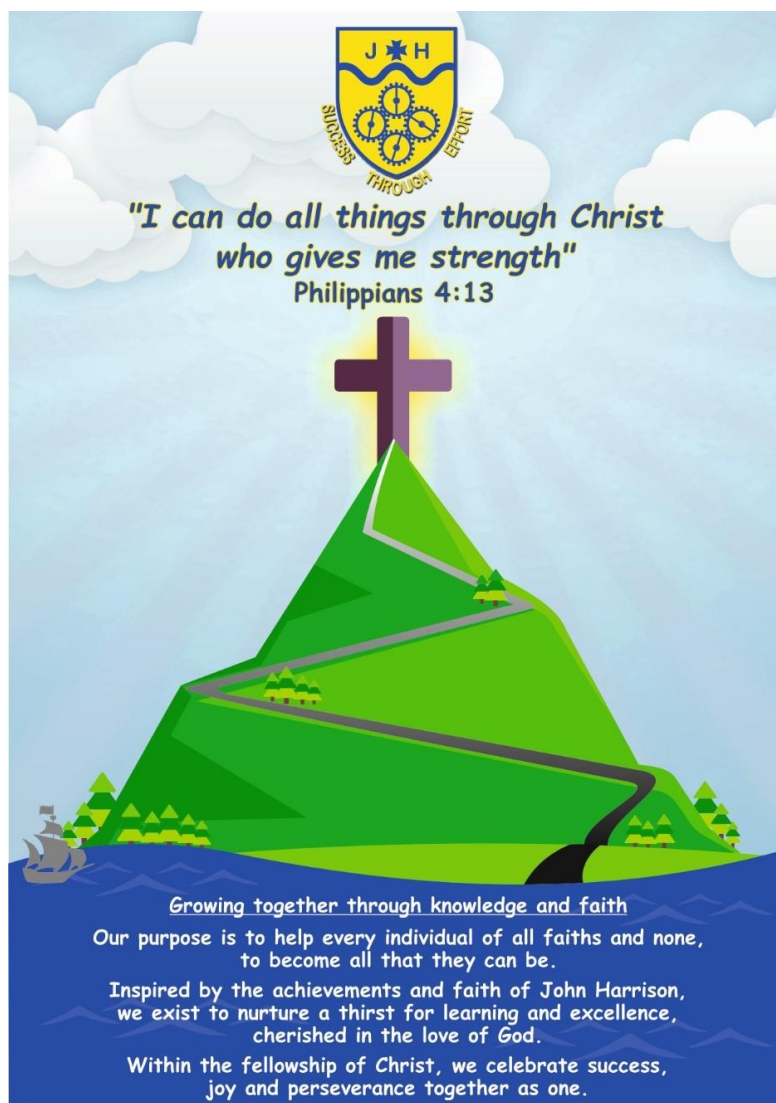


# John Harrison C of E Primary School

## SEND Information Report 2023



|                      |                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date reviewed:       | October 2023                                                                                                                                                                                                                                                                                                                                                                          |
| Date of next review: | October 2024                                                                                                                                                                                                                                                                                                                                                                          |
| Amendments:          | <ul style="list-style-type: none"><li>• Updated SEND governors</li><li>• Updated pupil, parent and staff voice.</li><li>• Updated external agencies list.</li><li>• Updated figures for SEND pupils.</li><li>• Updated training undertaken over the last academic year.</li><li>• Updated challenges and areas for development section.</li><li>• Updated finance sections.</li></ul> |

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

# John Harrison C of E Primary School

## SEND Information Report

September 2023

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](http://www.northlincslocaloffer.com)

### Whole School Approach:

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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:

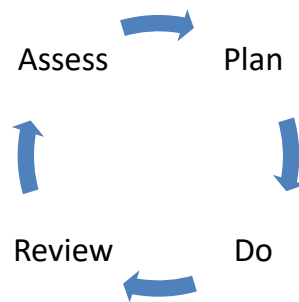
- Using support staff effectively to provide extra support,
- Working with our SEND co-ordinator (SENDCO), our children with SEND, and their parents to establish the appropriate level of material to support these children to make good progress,
- Providing resources which support access to learning.

(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.

We use a Neurodiversity checklist in order to identify potential areas of need. This helps to signpost us towards more specialised toolkits such as Speech and Language, GL Portfolio, ASET Checklist, Sensory Needs. These toolkits enable us to choose appropriate strategies to implement. Beyond this, if further support is required, referrals are made to specialist agencies for bespoke strategies.

**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.

Very happy with everything in place for \_\_\_\_\_ thank you.

UKS2 Parent

The goals seem appropriate.

EYFS Parent

90.9% of parents were happy with the targets set and provision in place for their child at the ISP reviews at end of May 2023.

SENDCO

**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.

Monitoring ensures children are supported in the classroom to achieve their ISP targets. Monitoring at the mid-point between reviews ensures there is time to make adjustments to provision if needed and time remaining to achieve the target set.

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.

We have provided interventions using ELSA resources and ASET strategies regarding friendships. It gave children the opportunity to think about similarities and differences and the intensity of friendships. The children have been able to take this information and have confidence to “try” new friendships and begin to understand that friendships do not have to be with the same person.

Emotional Literacy Support Assistant (ELSA)

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

I don't struggle as much with my spellings because of the help I have had and the resources. I've got better with writing because of the help I've had with my spellings. It made me want to write more.

**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.

Please could you pass on my thanks to the staff that have run the STEM science club. \_\_\_\_ has come home absolutely full of it, really happy and full of confidence. It is lovely to see as he has been so hard on himself due to his struggles with dyslexia so it's really nice to see the shift in his self-esteem.

**LKS2 Parent**

#### **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 2023, 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

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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

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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 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 |
|-------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------------------------------------------------|------------------------|
| <b>Autumn Term 2022</b> |                    | Supporting Physical Disability in Schools (Physical Disability Team)<br><br>North Lincolnshire SEND Network Meeting (Local Authority). |                   |                                                                                                                  |                        |
| <b>Spring Term 2023</b> |                    |                                                                                                                                        |                   | Adverse Childhood Experiences: Taking A Trauma Informed Approach To Improve Outcomes webinar (National College). |                        |

|                         |                                                   |  |  |  |  |
|-------------------------|---------------------------------------------------|--|--|--|--|
| <b>Summer Term 2023</b> | Autism training (Autism Spectrum Education Team). |  |  |  |  |
|-------------------------|---------------------------------------------------|--|--|--|--|

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

The training showed me the many different ways autism can manifest itself and taught me the part someone's personality plays in how a person controls their emotions. I intend to adapt my practice by providing written prompts to go alongside verbal prompts. I will also try to take any possible ambiguity out of my instructions.

**Class Teacher reflecting upon autism 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 **£76,584** and the expenditure breakdown of that income is as follows:

- Support staff (additional to quality first provision) = £62,850
- Additional teaching resources = £28.19
- 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 = £13,705.81

## **School Partnerships and Transitions**

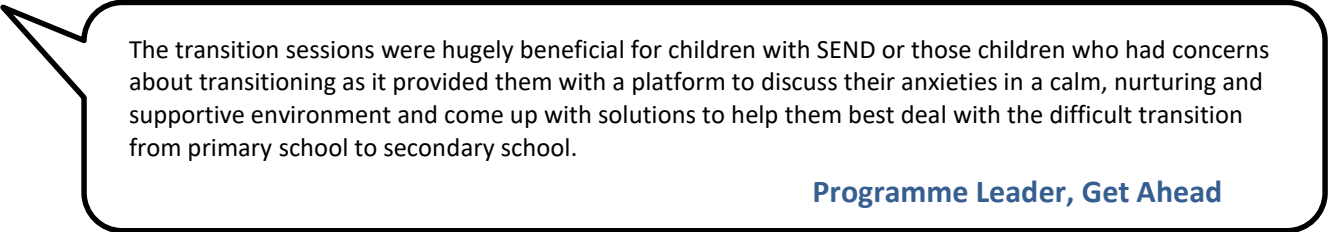
For all children when entering or leaving our school we have extensive school transition plans that are put into place to ensure the process is as smooth as possible. Staff will prioritise meetings with parents and key professionals and, where needed, a specific transition programme will be set up to 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 4 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.



The transition sessions were hugely beneficial for children with SEND or those children who had concerns about transitioning as it provided them with a platform to discuss their anxieties in a calm, nurturing and supportive environment and come up with solutions to help them best deal with the difficult transition from primary school to secondary school.

**Programme Leader, Get Ahead**

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**

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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:

- External support agency timescales.

## **Further development**

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

- Ensure we have a whole school 'trauma informed approach' and for school to achieve Trauma Informed School Accreditation
- Support class teachers to 'close the gap' for children with SEND particularly in reading and writing.

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 2023**

**Due to be reviewed: October 2024**