



St John Henry Newman Catholic Primary School

SEND Information Report

Autumn 2023

A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

This document is intended to give you information regarding the ways in which St John Henry Newman Catholic Primary School strives to ensure that children with SEND are educated, wherever possible, in an inclusive environment.

This SEND report has been compiled in collaboration with staff, SEND Governor, parents and children and is reviewed annually.

Identification

How do you identify children with Special Educational Needs / Disability (SEND)?

- Through a cycle of observation, assessment, monitoring and review of cognition and learning, behavioural, social and emotional need, sensory and physical development, communication and interaction
- Discussion with teachers / support staff
- Parental concerns
- Child concerns
- Liaison with Outside Agency professionals e.g. Child Health, Social Services

How can parents raise concerns?

- Meeting with those involved in supporting your child. This may be the Head Teacher, your child's Class Teacher and the school's Special Educational Needs Lead.
- Parents / Carers are asked to contact school to express any concerns as soon as they arise. All concerns are important to school and will be addressed accordingly through the appropriate channels and timescales
- An appointment for a confidential conversation with a member of staff or school's SEND Governor can be made in person or via telephone or email to the school office.

Who will support my child?

- Class Teacher
- Special Needs Co-Ordinator
- Support Staff
- Headteacher
- Staff from outside agencies if a child requires specialist support

Do you offer any specialist provision?

We do not offer any specialist provision unless requested from a professional outside agency provided by the Local Authority.

Monitoring of SEND Provision

How is the effectiveness of SEND provision monitored?

- Through rigorous and comprehensive systems of assessment, tracking, monitoring and regular review of pupil progress
- Monitoring of intervention programmes
- Termly Pupil Progress Meetings
- Termly SEND Lead / Class Teacher SEND review meetings
- Termly teacher / pupil mentoring discussion
- Class teaching observation monitored termly
- 'Looking for Learning' class observations
- Regular observations of the delivery of intervention programmes
- SEND Governor termly monitoring of provision
- Outside agency involvement e.g. Child Health, Educational Psychology Service

What are the roles and responsibilities of the Governors?

- To have regard for the Special Educational Needs and Disability: 0-25 years Code of Practice (2014)
- To oversee and monitor provision for all pupils, including those with Special Educational Needs
- To elect a SEND Governor to support the SEND Lead in carrying out their duties

Who will oversee the education plan for my child?

- Class Teacher
- SEND Lead
- Head Teacher / Deputy Head Teacher

Support for Pupils

How do you differentiate the curriculum?

- All teachers differentiate the curriculum to meet the needs of every child in the school setting, through assessment, planning, teaching, use of resources and deployment of staff.
- Support Staff work alongside the Class Teacher to support pupils individually or in small groups and to facilitate the class teacher working with specific children.
- Learning is scaffolded to allow children to access the same learning as much as possible.

How is extra support allocated?

- According to individual pupil need and available resources
- Pupils who have Education Health Care Plans receive the support outlined in their plans in consultation with the child, their parents and outside agencies who are involved

What pastoral, medical and social support do you provide?

Pastoral and Social

- All staff share responsibility for the well-being of our children
- School Chaplain
- School Assemblies
- Breakfast Club / After School Club / Homework Club
- Extra-Curricular Activities
- School Council
- Attendance Officer
- School Nurse

Medical

- Level 1 / Level 2 Trained First Aiders
- Staff who administer medicine as authorised and directed by parents / carers
- Regular training sessions for all staff led by the School Nurse
- Regular School Nurse 'drop in' advice sessions for parents
- School Nurse health checks

Partnership: Planning, Monitoring and Review

What additional opportunities are there to discuss, plan and review support?

- Parent / Teacher / Pupil Consultation Evenings three times a year
- Curriculum Information Evenings
- Informal meeting with Class Teacher
- Appointment with SEND Lead, Head Teacher
- Health Care / Social Care professional meetings
- Email, telephone conversation with relevant professional
- Annual Reviews for children with Education Health and Care Plans
- Medical Care Plan reviews

Do you employ any specialist staff?

- Support staff who have experience in delivering speech and language, sensory integration work and targeted learning programmes
- PE Coaches

How are children encouraged to contribute their views?

- Regular Pupil / Class Teacher meetings to discuss achievement, attainment, target setting, support, and attitude to learning
- Pupil Questionnaires
- Pupil involvement in outside agency professional meetings and reviews where appropriate
- SEND Lead

Which services do school access?

We can refer directly to these services if a need is identified:

- Educational Psychology Service
- Support for Learning Service
- Speech and Language Therapy Service
- Autism Outreach Service
- School Nursing Team

Training

What qualifications do your staff have?

- All teaching staff are qualified teachers
- The SEND Lead is a qualified teacher
- Qualified Teaching Assistants – Level 1, Level 2

What training / disability awareness do you plan to undertake?

- Speech & Language Therapy
- Child Protection
- First Aid
- Curriculum Development

Training needs are reviewed and addressed every term

What training have staff recently undertaken?

A comprehensive programme of professional development and training for all staff is provided, both in and out of school.

Recent training from outside providers has included;

- Read, Write Inc. Phonics Training
- Technology in the curriculum
- Making Sense of Autism

In house training has included.....

- First Aid Training
- Epi-pen training
- Asthma Training
- Diabetic Training
- Safeguarding
- Zones of Regulation
- Sensory Circuits

Accessibility

What do you provide to ensure that all children can access all the activities offered?

- Appropriate levels of staffing
- Dedicated adult support for pupil who have identified additional SEN / medical need
- Specialist equipment where available
- Wheelchair access around the school
- Disabled toilet facility
- Support from outside agencies where appropriate.

How do you enable all children to access all activities?

- Through a fully inclusive curriculum
- By making reasonable adjustment to the school environment
- The delivery of a personalised, differentiated curriculum
- Allocation of support with relevant expertise
- Specialist equipment available within school's allocated budget
- Commitment to professional development

How do you involve parents and carers?

- We actively seek parental advice and views on how best to support their child
- We are committed to building a working partnership involving parents / carers and pupils
- Advance notice is given of all school events and trips via class teachers, parents meetings, email, newsletter and telephone calls where appropriate

How do parents and carers give their feedback?

- Consulting with Class Teacher
- Talking with SEND Lead
- Meeting with Head Teacher
- Parental Questionnaire

If you have a concern which is not addressed, please follow school's complaints procedures on the school's website

Transitions

How do you help children and their parents / carers make a successful transfer into the school setting?

- School Website / School App available for all parents

Starting school in Reception.

- Prior to entry, Class Teachers / SEND Lead visit nursery, pre-school settings and make home visits
- Child visits school for move up day, in Summer Term
- Information gathered from professional working with child
- Transition meetings with parents
- New Reception intake Open Evening

Pupils entering school during the academic year.

- Opportunity to visit prior to transfer
- Meeting with parents by school intake personnel
- Transfer of information from previous school
- SEND liaison with transferring school if appropriate

How do you prepare pupils for their next move?

- Liaison with transferring schools prior to transfer.
- Visits to school from staff of transferring secondary schools to meet with pupils
- Additional visits to transferring schools, according to need
- A Transition Programme for Year 6
- SEND Lead discussion with transferring school relating to SEND pupils and transfer of their records
- "Move Up Day" for all pupils transferring between classes in school and to Y7
- Phase Leader planning to ensure smooth transition
- Class Teacher to ensure transfer of information

Resource Allocation

How is your SEND budget allocated?

According to individual need and available funding

What determines your SEND provision?

- The School Governing Body Finance Committee in consultation with the Head Teacher and SENDCo, determined by school's allocated budget
- Local Authority funding bands

What is your decision-making process when matching support to need?

- The identified needs of the child; cognitive, social, emotional, and physical
- Professional advice
- Parent consultation
- Available resources

How are parents / carers involved?

- Parents are involved and asked their views at every stage of the SEND process in school
- Parents are included in Outside Agency professional involvement
- Parents are involved with Local Authority consultation

School Contact Details

Who is the first point of contact?

Your child's Class Teacher

Who is the Special Educational Needs and Disabilities Co-ordinator?

- Miss C Lyons
- Should you wish to speak or meet with her, please contact the school office to make an appointment

Who else can parents / carers contact?

- Miss C Lyons SEND Lead
- Mr M Cooper Head Teacher, Designated Person

How do I contact external support services for advice / support

- SEND Information Advice Support Service
Tel: 01733 863939 Email: pps@peterborough.gov.uk
- SEND Partnership Service – Contact Mrs M Deeley
Tel: 01733 863979 Email: pps@peterborough.gov.uk
- Family Voice
Tel: 01733 313184 Email: chair@familyvoice.info
- National Autistic Society (Peterborough Branch)
Tel: 01733 577366 Email: jackieluland@aol.com
- Peterborough ADHD Support Group
Tel: 01733 266702
- Family GP