

## SEN Information report

### St. John's Primary School's Local Offer

As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25 years. This is called the Local Offer.

The information below will tell you a bit more about our Local Offer and how we can support your child in order to reach their full potential.

#### WHAT IS THE LOCAL OFFER?

The intention of the Local Offer is to improve choice and transparency for families.

The Local Offer must include information about the provision the local authority expects to be available for children and young people with special educational needs regardless of whether or not they have Education, Health and Care Plans.

#### LOCAL OFFER

How will the school know if children need extra help and what should parents do if they think their child may have special educational needs?

We have a system of rigorous on-going monitoring and regular assessments that track individual pupil progress and identifies next steps.

Observations and assessments are carried out by relevant staff at the school and by external agencies where required.

Information gathered from previous schools or pre-schools, as well as from parents, teachers and outside agencies is used to inform and determine each child's specific needs.

Close communication between the school/pre-school/parents and outside agencies is vital to our approach and we value and welcome others' opinions and concerns.

If you think your child may have special educational needs you should speak to the class teacher.



### **How will staff at the school support children with special educational needs?**

- Your child will be supported by the class teacher and other members of the team working in that particular year group.
- The Deputy Headteacher is the Inclusion Lead. Being the SENCO (Special Needs Co-ordinator) is part of this role.
- Your child's education programme will be planned by the class teacher in partnership with our Inclusion lead and in consultation with parents.
- In all year groups class teachers, learning assistants and members of the inclusion team work alongside each other and with your child to ensure that planned intervention programmes and support is carried out.
- The school has a designated Special Educational Needs and Disabilities (SEND) Governor who is involved with SEND issues and developments across the whole school and who reports termly to the Governing Body on the progress of SEND children.
- The Inclusion Lead monitors the effectiveness of SEND interventions and uses this information when planning additional support. She liaises with the Head teacher and teachers when doing this.

### **How will the curriculum be matched to my child's needs?**

- Following on-going monitoring and regular assessments all work is appropriately differentiated to match each child's specific needs.
- Regular meetings to review children's progress ensure that the individual needs of all children are met.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

- Regular meetings are set up between parent/class teacher and the Inclusion lead.
- Termly review of intervention plans (ILPs).
- An open door policy where parents can discuss progress/issues/concerns with the class teacher or members of the SLT.
- A range of communication links which may include home/school contact book, class and school newsletters.



- Open classroom sessions and Celebration of Work evenings.
- Parent-teacher meetings and annual written report.
- A range of Information is provided to support parents in helping their children learn eg: booklets relating to phonics, reading, writing and number. There is also information on our school website [www.stjohnshorsham.school](http://www.stjohnshorsham.school)
- Parent information sessions to enable parents to become more directly involved in their children's learning.

### **What support will there be for my child's overall well-being?**

- Staff members are trained in first aid.
- All staff receive annual Safeguarding Training and we have three senior staff members who are Designated Members of Staff for Safeguarding.
- A staff member is trained as a Learning mentor
- School has well established policies and practices in relation to managing behaviour, dealing with bullying, encouraging racial acceptance etc.
- External support from outside agencies such as Social & Caring Services, Learning Support, Child and Adolescent Mental Health Service, Educational Welfare etc.
- Children's views are also sought and included in the decision-making process.
- Children's views can also be shared via the School Council and through pupil questionnaires.

### **What specialist services and expertise are available at or accessed by the school?**

When a specific need is identified specialist services and expertise may be accessed through:

- Alternative Provision Team
- Child and Adolescent Mental Health Service
- Child Development Centre
- Children and Young People's Planning Forum
- Educational Psychology



- Educational Welfare
- Ethnic Minority Advisory Team
- Family Link Worker
- Learning Inclusion Advisory Team
- Occupational Therapy
- Physiotherapy
- Primary Mental Health Worker
- School Nursing Service
- Sensory Support
- Social & Caring Services
- Social Communication
- Solutions
- Speech & Language Therapy
- Think Family
- Traveller support

And any other appropriate agencies that may be currently available.

**What training have the staff supporting children with Special Educational Needs and Disabilities had or are currently having?**

- Our Inclusion lead is currently taking the National Qualification in SEND co-ordination at the University of Chichester.
- Staff are trained in the delivery of a variety of interventions to meet a wide range of individual needs.
- All staff have had behaviour and disability awareness training.
- Staff have been trained in the use of physical restraint, Narrative Therapy, Numbers Count, First Class for Numbers and Narrative Therapy.
- Future staff training will be based on the needs of individual children.



### **How will my child be included in activities outside the classroom including school trips?**

- All off-site visits require parental permission and full risk assessments are carried out.
- All risk assessments are overseen and approved by Mrs Bono, (Educational Visits Co-Ordinator)
- All residential visits are also approved by the Governors and sent to the Local Authority for approval.
- Parents are informed of all off-site and outdoor learning events and their views are actively sought.
- Parents may, on occasion, be invited to attend off-site activities.

### **How accessible is the school environment?**

- Accessible toilet.
- A fully-equipped hygiene room with a hydraulic hoist.
- All areas of the school are accessible for wheelchair users.
- The school conservation area is fully accessible allowing wheel-chair access.
- Where necessary the school will engage the support of outside specialist services to support communication with parents whose first language is not English or who have hearing impairments.
- The acquisition of specialist equipment and facilities will be negotiated with the Local Authority.

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

- Pre-school liaison meetings between school, parents, pre-school settings and, if appropriate, outside agencies.
- Visits to the school for parents and new pupils.
- Carefully planned transition between key stages.
- Additional visits to new school for SEND or vulnerable pupils.
- Transition meetings held between the Inclusion Lead, current class teacher and staff at new school.



### **How are the school's resources allocated and matched to children's special educational needs?**

- Resources, including additional staff, are allocated in accordance with the specific needs of children at the school at any given time.

### **How is the decision made about what type and how much support my child will receive?**

- The results of rigorous on-going monitoring and regular assessments as well as observations and assessments carried out by specialist staff and outside agencies will be carefully scrutinised by the class teacher and the Inclusion Lead.
- Parents will also be consulted.
- The class teacher and the Inclusion Lead will then make the decision about what type and how much support a child should receive.
- An Intervention Plan will then be written and shared with the parents and, if appropriate, the child.
- The impact of that support will be monitored through careful evaluation of any Special Educational Needs interventions and the continued monitoring and assessment of each individual child.

### **How are parents involved in the school?**

- Decisions about the day to day organisation and management of the school are made by Mrs Bono (Headteacher) in consultation with senior staff.
- Parental surveys are carried out annually and parents are encouraged to make use of the Ofsted Parentview website.
- In specific cases the views of individual parents or groups of parents may also be sought.
- Parents are actively encouraged to make use of our 'Open Door' policy and the regular Headteacher surgeries.
- Parents are encouraged to keep up to date with school events by checking the school website which includes a comprehensive calendar of events to which parents are invited.
- A weekly newsletter gives key information to parents and parents are encouraged to read this each week.



- The school uses Twitter and Facebook to engage regularly with parents. Key information is put on both and is included in the newsletter, so there is no expectation that parents must be on social media.
- All parents automatically become members of the Friend's of St. John's (PTA) and are encouraged to support and become involved in fundraising and social events.
- Parent volunteers are actively encouraged.

### **Who can I contact for further information?**

- A parent's first point of contact would normally be the class teacher.
- Any serious concerns should be raised with either the Inclusion Lead (Mrs Clough, Mrs Bono (Headteacher) or other member of the Senior Leadership Team.
- When considering a place at this school prospective parents are asked to visit the school to meet with Mrs Bono (Headteacher).
- The school website will also contain useful information.  
[www.stjohnshorsham.school](http://www.stjohnshorsham.school)
- For further information about children and young people with Special Educational Needs and Disabilities in the Horsham area, have a look on this website: <http://compass-support.org/index.html>



## **INCLUSION**

At St. John's Catholic Primary School, Special Educational Needs applies to children who need extra support to fulfil their potential. The School's SEND Policy and ultimately the school's practice will take into account of this need. The school's SEND Policy can be seen by arrangement with the office and is available on the school website.

A child is considered to have a special need if they have to be catered for in a way that is significantly different from the rest of the children due to behavioural, emotional, medical or academic reasons.

We currently identify and assess pupils with Special Educational Needs according to criteria laid down by West Sussex Audit guidelines. Normative data, outside agencies, teacher assessment and discussions with parents is used collectively to ascertain whether a child needs a particular supportive programme. Whilst extra support is important, what is crucial to the child's progress is the effective management and provision for the child by the class teacher on a day-to-day basis.

The school has detailed records of children with special needs and we formally review the progress of these children every term with parents and occasionally external agencies.

## **POLICIES**

The SEND Policy can be seen on the school website.

The school keeps records which detail interventions with SEND pupils. These records are reviewed termly.

## **PROGRESS OF PUPILS WITH SEN**

The progress of all pupils with SEN are discussed with class teachers, Inclusion Lead and the Headteacher.

All Individual Plans are reviewed during the year and these reviews are shared with the Inclusion Lead, as well as pupils/parents/carers.

All pupils who have Education Healthcare Plan also have an Annual Review.

## **BUDGET ALLOCATION**

Our SEN budget enables us to employ the Deputy Head as our Inclusion Lead as well as enabling all our Learning Assistants to have time allocated to support SEN pupils.



## EXTERNAL AGENCIES

The following external agencies either are or have been actively involved with specific children, many of whom are on the SEN register:

Educational Psychology Service

Speech and Language Therapy Service

Children and Family Centre

School Nursing Service

Behaviour Support Team

CAMHS (Targeted Mental Health in Schools)

Educational Welfare Officer

Liaison with secondary schools

Staff from the local secondary schools, visit St. John's to talk to staff and pupils in preparation for transfer. All Y6 pupils have Induction Days. Those pupils who are considered to be vulnerable have the opportunity to have an additional visit to ensure a smooth transition.

## STAFF DEVELOPMENT

Our Inclusion lead is a certified 'Numbers Count' teacher having completed the accredited course through Edgill University. She is also taking the National Qualification in SENCO co-ordination in 2017-2018. This is a masters level course at the University of Chichester.

Our Learning Assistants attend a variety of workshops, courses and conferences linked to the work they are expected to do in school. Two of our Higher Level Teaching Assistants are trained as Learning Mentors.