

# SEND Information Report

## SEND Information Report for St John's CP School 2017-18

### Part of the Norfolk Local Offer for Learners with SEND

#### Introduction

Welcome to our SEND (Special Educational Needs & Disabilities) information report which is part of the Norfolk Local Offer for learners with SEND. The Norfolk Local Offer outlines the provision available in our area, across education, health and social care for children with SEN. It can be found by clicking on the image below.



All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND.

The information published must be updated annually. The required information is set out in the SEND regulations which can be found at: [www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf)

In this document, SEN means Special Educational Needs and SEND means Special Educational Needs and Disabilities.

#### Who to contact

At St John's we are committed to working together with all members of our school community. This local offer / Policy has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us.

The best people to contact this year are:



SENDCO  
Ruth Abramson



Head Teacher  
Rebecca Quinn

SEND Governor  
Karen Lynch

If you think your child may be experiencing difficulties in any aspect of school life, please speak to their class teacher or contact Mrs Ruth Abramson, our SENDCo (Special Educational Needs and Disabilities Co-ordinator) on 01603 782520 or via e-mail: [senco@hoveton-st-johns.norfolk.sch.uk](mailto:senco@hoveton-st-johns.norfolk.sch.uk)

## **Our Approach to Teaching Learners with SEND**

At St John's we believe in participation for all. We want all children and adults to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our [Teaching and Learning Policy](#).

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

## **Learning for all.**

### **How we identify SEND**

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

**"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

**(a) have a significantly greater difficulty in learning than the majority of others of the same age: or**

**(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

They may or may not also have a disability which is defined by the Equality Act 2010 as follows:

- a. A person (P) has a disability if:
  - a. P has a physical or mental impairment, and
  - b. the impairment has a substantial and long-term adverse effect on P’s ability to carry out normal day-to-day activities

*If a child has a disability, this does not mean that they automatically have SEN*

In order to explain the procedures we follow when identifying children who have SEN, we have produced a 'Graduated Response'.

Children are identified as having a disability after a diagnosis from a qualified professional.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At St John’s we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

### **SEND PROFILE:**

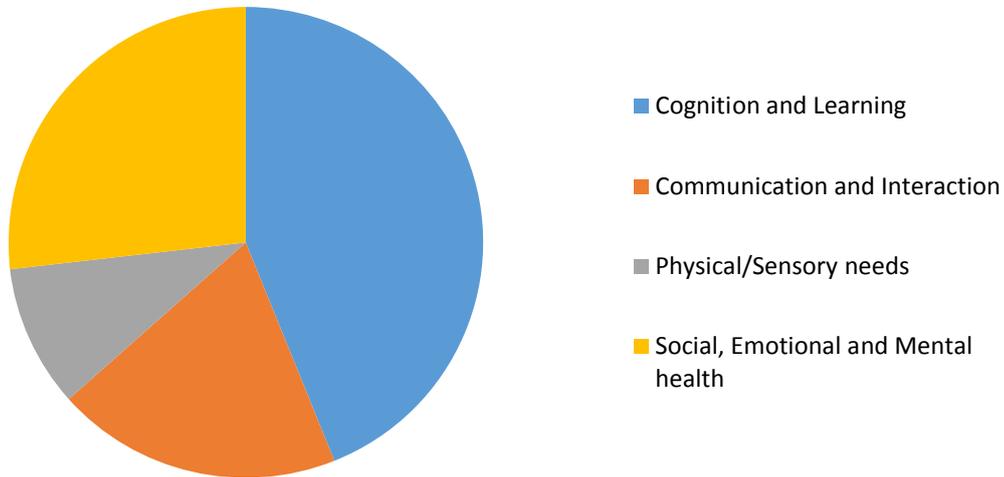
At the time of writing, our SEN profile shows that there are 18% of pupils in the school on the SEN register. 14.5 % of children in the school are receiving SEN Support. 3.5% of children in the school have an Education Health and Care Plan.

### **The following percentages break down the children who are on the SEN register into each category:**

- 43.9% of children on the SEN register are identified as having SEND linked to Cognition and Learning
- 19.5% of children on the SEN register are identified as having SEN linked to Communication and Interaction
- 9.76% of children on the SEN register are identified as having SEN linked to Physical and Sensory needs

- 26.83% of children on the SEN register are identified as having SEN linked to Social, Mental and Emotional Health

## **The different kinds of SEND experienced by pupils at St Johns CP School**



### **The following percentages break down the children in the school into each category:**

- 7.89% of children in the school are identified as having SEND linked to Cognition and Learning
- 3.5 % of children in the school are identified as having SEN linked to Communication and Interaction
- 1.75% of children in the school are identified as having SEN linked to Physical and Sensory needs
- 4.82 % of children in the school are identified as having SEN linked to Social, Mental and Emotional Health

### **Assessing SEND at St John's**

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At St John's we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their Teacher. The Special Educational Needs Co-ordinator (SENDCo) will also support with the identification of barriers to learning.

Assessment of SEN at St John's CP School can involve:

- Discussion and asking questions to everyone involved with the child
- Classroom observations
- Looking at work and progress over time
- Looking at the impact of any adjustments that have been made for the child

- Working with the child and parents to find out what works, what is tricky and what we can do to support
- Using checklists to identify strengths and weaknesses
- We have a range of assessment tools available, and our updated tool kit for 2017 – 2018, which we share with our Cluster of schools is [available here](#).

For some learners we may want to seek advice from specialist teams. In our school and Cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website.

**St John's as part of the Broadland Cluster have also commissioned for 2017-18 support from:**

SEND Consultant – Janet Butler  
Inclusion worker – Jo Cushion

We also have access to:

- CAMHS (Child & Adolescent Mental Health Service)
- Attendance Officers
- ATT, Access through Technology services (Professional or medical referral only)
- Children's Therapy Team (Speech & Language / Occupational / Physiotherapy)
- School Nurse
- School2School support

We also employ 16 Learning Support Assistants; 8 full time and 8 part time who work with the class teacher to deliver the curriculum. Two Learning Support Assistants deliver the interventions in the provision map as co-ordinated by our SENDCo. We employ one Inclusion worker who works in school every day but spends two afternoons at Broadland High School.

For information about bullying, please refer to our [Behaviour Policy](#).

**What we do to Support Learners with SEND at St John's**

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at St John's are proud of our Teachers and their development. The Teacher standards are available: [http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4\\_4-2.pdf](http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf)

Our Teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames and word banks
- I-pads, lap tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system, according to our Behaviour Policy
- Use of coloured overlays

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we undertake at St John's to support learners with SEND across the year groups. We modify the provision map regularly, as our learners and their needs change.

At St John's we share the provision map with our colleagues in the Broadland Cluster so we can learn from each other and demonstrate what we offer for learners with SEND. We are also able to promote consistent practice across all the schools in our Cluster ensuring equality of opportunity.

Our provision map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

## **Funding for SEND**

St John's receives funding directly to the school from the Local Authority to support the needs of learners with SEND. This is described in an SEND memorandum. The amount of funding we received for the financial year April 17- March 18 is £44,153. From April 16-March 17 it was £44,962 .

The Broadland Cluster of schools also receive funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school. The Broadland Cluster funding for 2017 -2018 is £139,269. From 2016-2017 it was £131,730. Further information on how St John's School can access the top up fund is available in our cluster SEN leaflet is available in our [Cluster SEN leaflet](#).

Access to this funding is via a termly, professionals only SEND panel made up of representatives from schools in our Cluster.

The Broadland Cluster of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND. If you would like any further information on SEND in the Broadland Cluster please contact our co-ordinator: [tracyroofe@broadlandhigh.org](mailto:tracyroofe@broadlandhigh.org)

## **How do we find out if this support is effective?**

Monitoring progress is an integral part of teaching and leadership within St John's. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENDCo, Teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.



Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built in to the intervention itself, or it can be a formal meeting where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same review procedures take place, but the EHC Plan will also be formally reviewed annually.

The SENDCo collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Broadland Cluster so all SENDCOs in our Cluster are able to select high quality provision.

[A list of the interventions we currently provide at St John's can be seen here.](#)

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school and Cluster data is also monitored by the Local Authority and Ofsted.

## **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At St John's we are offering a range of additional clubs and activities.

All staff at St John's work within the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 210 definition of disability is:

**"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."**

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

We are committed to making reasonable adjustments to ensure participation for all so please contact Rebecca Quinn to discuss specific requirements. [Single Equality Scheme Policy](#).

## **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. St John's is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Transition for pupils with EHCPs to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation

## **Have your say**

St John's is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. So

please engage with our annual process to 'assess plan, do and review' provision for SEND.

**Useful links**

- [www.norfolk.gov.uk/children-and-families/send-local-offer](http://www.norfolk.gov.uk/children-and-families/send-local-offer)
- [www.norfolksendpartnershiass.org.uk](http://www.norfolksendpartnershiass.org.uk)
- [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)