

SEND Report to Governors- January 2022.



SEND Information Report 2022

Name of SENDCo: Sinéad Broad

Name of SEND Governor: Wendy Mounsey

School Offer link: <https://www.stjosephsschool.net/sen/>

COVID Update: During school closures or isolation, all our SEN children were on our vulnerable list and were offered a place in school. Where this was not accepted, we offered weekly phone calls, device support and providing packs of sensory equipment etc to support learning at home where appropriate. 1:1 daily online teaching was carried out by TA's to support our SEN pupils not in school. All parents meeting etc are still taking place but via TEAMS.

Whole School Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching.
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by regular ongoing monitoring of data.
- ✓ Identification of children whose needs are additional and different and who require SEN Support; placement on the School's SEN register; initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of application for Education, Health and Care (EHC) Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan are on our SEN register.

How we identify children/young people that need additional or different provision:

- ✓ Class teacher refers to SENDCO – criteria sheet and concern referral form (see attached)
- ✓ Ongoing curriculum assessments

- ✓ Termly tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-Bullying Policy. Our measures to keep all children (including those with SEN) safe are outlined in our Safeguarding Policy.

How we listen to the views of children/young people and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	Class teachers, Parents, Children and SENCo as needed	Daily
Parents' Evenings	Child, parents, teacher and SENCO if requested.	2 x a year For SEN pupils, at least 3 x a year in form of SEN review meeting.
Newsletters	Deputy Head (also SENDCO) supports the creation of Newsletter in order to share information with parents	Weekly Newsletter every Monday
School Council	Children and lead staff	Termly
Assess, Plan, Do, Review meetings Team Around the Child meetings	Child, parent, class teacher, TA, SENCo and external agency as needed.	3 x year School Reviews (November, March and July) 1 x annual review for statement/EHC plan 1 x Secondary Transfer Review Interim Reviews as needed.

The Assess, Plan, Do, Review Cycle:

For children/young people on our SEN register, an Assess, Plan, Do, Review cycle (provision map) will be established by the SENCo in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

This year, provision made for children/young people on our SEN register has been:

- ✓ **Communication and Interaction:**
 - Speech and Language referrals, assessments, monitoring and reviews
 - 1:1/Small group SALT intervention.
 - Request for Educational, Health and Care Plan Assessment
 - Referrals to Communication and Interaction support services
 - Lunchtime Nurture provision (Leopards Club)

ELSA
Sensory Circuits
Sensory Audit

- ✓ Cognition and Learning:
 - Dyslexia Screening tests
 - 1st Class Numeracy
 - Referrals to Cognition and Learning Support Service
 - Referrals to Educational Psychologist
 - Focus group intervention in all areas of Literacy and Maths
 - Targeted additional adult support
 - Precision Teaching
 - Visual Aids
 - Additional thinking time
 - Individual work stations
 - Readers
 - Scribes
 - KS2 Access Arrangements
 - Little Wandle Keep Up sessions

- ✓ Social, Emotional and Mental Health:
 - 1:1 Nurture support with CFSW
 - Small Group intervention with TA
 - Calm/Safe places set up in classes/playground
 - Lunchtime Nurture Group
 - Emotional Risk Assessments
 - Referrals to Early Help Hub
 - Referrals to CAMHs
 - Think Children
 - ELSA (Emotional Literacy Support)

- ✓ Sensory and/or Physical Needs:
 - Referrals and assessments are carried out by the Physical and Medical Needs Advisory
 - Recommended provisions put in place included laptops, use of ICT, Access Arrangements.
 - Referrals and assessments were carried out by Occupational Therapist.
 - Sensory aids/equipment provided.
 - Fun Fit and Funky Fingers interventions (to strengthen fine and core motor development).

We monitor the quality of this provision by lesson observations, book scrutiny, pupil conferencing and learning walks, as well as through meetings with children, parents, school staff and relevant external agencies.

We measure the impact of this provision by termly monitoring of data and reports from external agencies.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- ✓ 1:1 Provision to ensure access to the curriculum as outlined in objectives and provision in provision map (currently we employ 4 1:1 full time support staff).
- ✓ TAs deliver specific individual and group intervention programmes – eg 1st Class Numeracy, Fun Fit, ELSA, Memory Magic and class based maths and literacy interventions.
- ✓ TAs used to deliver Speech and Language intervention as requested by SALT.
- ✓ TAs used to deliver activities as recommended by Physiotherapist and OT.
- ✓ TAs set up and run Nurture Group during lunchtime.
- ✓ Playground support
- ✓ Lunchtime support
- ✓ First Aid

We monitored the quality and impact of this support by observations, performance management and the assessment of data.

Distribution of Funds for SEN:

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Teaching and Learning resources
- ✓ Staff training (ELSA)

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

- ✓ Transition to Secondary Schools (R4S project).
- ✓ Transition into Foundation Stage class from Independent Nurseries
- ✓ Additional visits to pre-school and secondary schools
- ✓ Pupil Passports shared with secondary schools.
- ✓ Transition meetings and Early Support CAF/TAC meetings arranged to ensure smooth transitions

We ensured that the transition from Nursery to Reception went smoothly by arranging regular transition opportunities (although COVID restrictions reduced the normal transition opportunity, we did run Zoom transition meetings to support parents and children and also offered visits for new children on the first INSET day in September as an opportunity to meet staff and see their classroom, this offer was open to all SEN and vulnerable pupils also). We supported the transition from Foundation Stage to Year 1 by transition afternoons to Year 1 classroom and the Year 1 teacher attended class regularly in the Summer term.

We helped children to make the move from one year to the next throughout the rest of the school by arranging a transition morning for all children to meet their new class teachers, and transition meetings were held between class teachers. Transition arrangements for a number of our SEN children included

photographs of all relevant staff, the classrooms etc, being sent home for parents to share with their child over the holiday.

The transition from Year 6 to secondary school was supported through visits from Year 6 Autumn term onwards to our feeder secondary school. This year, virtual tours etc were offered but also visits were organised for SEN pupils to their secondary school in the summer term. Secondary SENCos/Support Staff were invited to attend Year 6 annual reviews to meet with prospective children and parents.

A number of Year 6 children had various access arrangements in order to sit their SATs papers, including additional time, readers and rest breaks (this was not the case last academic year due to COVID but is usually the case).

Additional visits/afternoons were arranged for some Year 6 children/young people to visit and take part in activities as arranged by the secondary SENCo.

Parents were included in this process through invitations to virtual SEN meetings at a number of the secondary schools to meet with the SENCo.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Improvement Plan.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should refer to the complaints policy.

This year we received no complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Sinead Broad (SENDSCO).

The Designated person responsible for Looked After Children in our school is Sinead Broad

Our Accessibility Plan can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Our SEN Policy, School Offer and Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.

This information report was shared, challenged and ratified by the Governing Body in January 2022 and will be reviewed again in January 2023.

Our SEN Referral Form:

SEND Graduated Approach for St Joseph's Primary- SEND Referral Form

Before meeting with the SENCO, please complete this form – **IDENTIFICATION OF NEED**

The Quickchecker is a tool adapted from BANES' Graduated Approach. It is designed to help teachers to collate assessment data and observations on a child in their class about whom they may have concerns.

It is important to consider other possible contributing factors such as:

- EAL, poor attendance or safeguarding issues because concerns may not be related to SEND
- Skills and knowledge of teachers and support staff in assessing and supporting the child/young person
- The environment (classroom and/or whole school adaptations)

Name		DOB	
Year Group		Class Teacher	
Attendance % (less than 95 %?)		Exclusions	
Home Language			
Other information e.g. medical			

Quickchecker for staff		Y/N
Communication and interaction, <i>There are concerns about...</i>		
Child/young person's cognitive development e.g. capacity to sustain concentration or self-direct their learning		
Child/young person's attention and/or listening skills – their ability to engage successfully with language		
Child/young person's receptive language – their ability to understand spoken language		
Child/young person's expressive language – their ability to use language to communicate with others		
Child/young person's speech sound development – their ability to produce the sounds necessary for clear, intelligible speech		
Child/young person's social communications – their ability to use language appropriately and successfully in social situations, verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately		
Child/young person's social development and interaction e.g. capacity to 'share interest' and/or 'share attention'		
Child/young person's rigidity of thought e.g. ability to manage changes in routine		
Child/young person's sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli		
Cognition and learning, <i>There are concerns about...</i>		

Child/young person's lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	
Child/young person's performance levels i.e. they are below the level within which most children and young people are expected to work	
Child/young person's indicative test scores are below expected levels	
Child/young person's uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
Child/young person's difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
Child/young person's attitude / approach to learning which is restricting access to the curriculum e.g. child/young person is demotivated, disorganised or lacks independent learning skills	
Social, emotional and mental health, <i>There are concerns about...</i>	
Child/young person experiences difficulties with self-esteem and/or confidence	
Child/young person has greater difficulties in making and/or sustaining friendships, has no regular group of friends	
Child/young person has difficulties working independently and requires frequent encouragement and motivation to stay on task	
Child/young person find it difficult to comply with adult directions	
Child/young person's social interaction is negatively affecting the child/young person's and/or peers' access to the curriculum	
Child/young person's emotional wellbeing or mental health is negatively affecting the child/young person and/or peers' access to the curriculum	
Sensory and physical, <i>Areas of concern...</i>	
Child/young person presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page	
Child/young person presents with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions	
Child/young person presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language	
Child/young person presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are recued	
Child/young person's physical skills/needs are affecting their learning and/or access to the curriculum	
Child/young person's medical needs are affecting their learning and/or access to the curriculum	

Area of Need	School Concern/impact on learning (<i>Date & comment</i>)	Parent Concern (<i>Date & comment</i>)	Child concern (<i>Date & comment</i>)
Communication & Interaction			

Cognition & Learning			
Social, Emotional and Mental Health			
Sensory & Physical			

Language

Speech Sounds	
Expressive	
Receptive	
Social and Functional	

Literacy

Phonic Phase – reading	
Phonic Phase – spelling	
HFW - reading	
HFW – spelling	
Comprehension	
Book band level	
Letter information	

Number and Calculation

Number recognition to...	
Numbers CYPs can count to forwards/backwards	
Numbers CYPs can confidently calculate within $+/ - / \div / \times$	

Behaviour for learning

Concentration	
Co-operation	
Independence	
Engagement	
Confidence	
Self-esteem	
Organisation	
Self-control	

Differentiation in place over time - What action has already been taken through curriculum differentiation to address the child/young person's needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact –progress and inclusion

List individual assessments completed to support identification of need, including behaviour plans
— include standardised assessments (reading/spelling age as well as criterion-referenced assessments)

Test	Date	Outcome

Summarise information from discussions with parents and child – strengths/difficulties

Parents/carers – have concerns been shared with parents/carers to date, behaviour at home?
Child/young person

Outcome of meeting to consider placement on SEN register:

Further assessment required (*please circle*) **Paediatrician** **SLIP** **OT** **Behaviour Panel**

Other.....

Further modification to teaching approaches etc.

☐

Targeted provision at SEN Support

☐

If SEN Support is agreed – parent/carer must be informed. It is recommended for schools to use the [SEN Support Review Report](#) to continue to assess- plan- do – review progress of the child/young person.

Additional comments:

Class teacher

Date of next review

SENDCO: Sinéad Broad