

Sherborne St John Church of England Primary School Special Educational Needs Information Report

Introduction

Sherborne St John CE Primary School is a fully inclusive school which welcomes all children. Our vision states that the community of Sherborne St John Church of England Primary School aims to provide a high quality education which develops children intellectually, socially, morally, physically and spiritually within a Christian framework. One of our aims states that independence and individuality are encouraged so children reach their full potential.

Special educational provision is education which is additional to or different from that generally made for others of the same age. This means that provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality teaching. It may take the form of additional support from within school or require the involvement of external services.

In March 2017 Ofsted commented that:

- The good quality of education had been maintained since the last inspection
- High quality teaching across the school means that pupils make good progress
- Behaviour is of a very high standard, pupils are well behaved, confident and articulate

We encourage visits to our school when making your decision about the most suitable school for your child so that you can look around our school, meet the staff who will be working with your child and see our ethos first hand.

'Areas of Need ' Explained

The Code of Practice (June 2014) States that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

| Area of Special Educational Need | Relating to difficulties with: |
|---|---|
| Communication and Interaction | <p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar /phonological awareness still fairly poor and therefore their literacy can be affected.</p> |
| Cognition and Learning | <p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p> |
| Social, Mental and Emotional Health | <p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image |
| Sensory and /or Physical | <p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. |

The Waves of intervention available at Sherborne St John CE Primary School

Wave 1: Quality first teaching through differentiation in English and Maths lessons.

Wave 2: Small group support for those pupils who are achieving below age expected levels

Wave 3: Focussed, individualised programmes for pupils working well below age expectation

Commonly asked Questions

How does Sherborne St John CE Primary School know if children need extra help?

At Sherborne St John CE Primary School children are identified as having SEN (Special Educational Need) through a variety of ways including the following:

- Liaison with nurseries/previous school
- Child performing below age expected levels
- Concerns raised by parents
- Through termly pupil progress meetings held between all teachers and the Headteacher
- Concerns raised by teacher - for example behaviour or self-esteem is affecting performance
- Liaison with external agencies - for example speech therapist
- Health diagnosis through paediatrician/doctor

What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child's class teacher. If you require more information contact our SENCO who is our Headteacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will Sherborne St John CE Primary School staff support my child?

Our SENCO monitors all support and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made. There may be a Learning Support Partner (LSP) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents, usually in a letter, when the support starts.

Who will explain this to me?

The class teacher will meet with parents at least on a half termly basis (this could be as part of Parents' evening) to discuss your child's needs, support and progress.

For further information, the SENCO is available to discuss support in more detail.

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

All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class; however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

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

What opportunities will there be for me to discuss my child's progress?

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

We operate a home / school link book, primarily for reading, which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed.

If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual / group targets. This is discussed on at least a half termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. If your child has complex SEN they may be part of an Inclusion Partnership Agreement (IPA) or have an Education, Health and Care Assessment Plan (EHCP) which means that a formal meeting will take place to discuss your child's progress and a report will be written.

How does Sherborne St John CE Primary School know how well my child is doing?

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through Pupil Progress meetings with all the teachers and Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed.

When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

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

What is the pastoral, medical and social support available in the school?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENCO, with vulnerable children.

How does Sherborne St John CE Primary School manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines in school. Parents need to contact the school office and complete a form if medication is recommended by Health Professionals to be taken during the school day.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) may be written in conjunction with the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of our inclusivity and the support we give, we have never had to exclude a child.

After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance of every child is monitored on a daily basis by our Admin Assistant. Lateness and absence are recorded and reported upon to the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We generally have very good attendance and punctuality.

How will my child be able to contribute their views?

Children in our school are valued and we encourage every child to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have IEPs (Individual Education Plans) discuss their targets with their class teacher.

There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.

What specialist services and expertise are available at or accessed by Sherborne St John CE Primary School?

Our SENCO, the Headteacher, is very experienced in this role.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Support; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; Social Services including - Locality Teams, social workers and Educational Psychologists.

What training have the staff supporting children with SEN had or are currently having?

We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist.

Many of our LSPs have had training in delivering reading, spelling / phonics and maths intervention programmes.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the environment at Sherborne St John CE Primary School?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.

How will Sherborne St John CE Primary School support my child when joining the school and transferring to a new school?

We encourage all new children to visit the school prior to starting and be shown around the school. New Year R children are invited to several story sessions and a teddy bears' picnic in the term before they start. For children with SEN we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school/nursery.

We write social stories with children if transition is potentially going to be difficult.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'link' secondary school, The Hurst Community College, they run a programme specifically tailored to aid transition for the more vulnerable pupils.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

If your child has complex needs, then an IPA (Inclusion Partnership Agreement) or EHCP review will be used at a transition meeting during which we will invite staff from both schools to attend.

How are resources at Sherborne St John CE Primary School allocated and matched to children's SEN needs?

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.

We have a Special Needs LSP who is funded from the SEN budget and delivers programmes designed to meet individual's/groups of children's needs.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a LSP.

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

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

How do we know if it has had an impact?

We regularly review children's targets on IEPs and ensure that they are being met. If not the target may be adjusted or broken down into smaller steps.

We would expect a child to be making progress academically against national/age expected levels and the gap is narrowing – that they are catching up to their peers or expected age levels. We would give written or verbal feedback from the teacher/SENCO to the parents and pupil.

Children may move off the SEN register when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

First point of contact would be your child's class teacher to share your concerns. You could also arrange to meet our SENCO, who is also our Headteacher.

You could Hampshire SENDIASS (Special Education Needs and Disability Information, Advice and Support Service) via their website www.hampshiresendiass.co.uk or email hampshiresendiass@coreassets.com or telephone 0808 164 5504 or IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

Who should I contact if I am considering whether my child should join Sherborne St John CE Primary School?

Contact the school Admin office to arrange a visit to view our school and meet the Headteacher, who would willingly discuss how the school could meet your child's needs.

Reviewed by Governors: Spring 16, Spring 17, Spring 18, Spring 19