



**SEND Information Report**

**What kinds of special educational needs do we provide for?**

At Great Harwood St John's we currently have provision in place to meet the needs of pupils in the following areas:

- Social, emotional and mental health difficulties, including behaviour
- Cognition and learning
- Communication and interaction
- Physical needs

**How do we identify a child with SEND and how do we assess their needs?**

At Great Harwood St John's we aim to identify additional needs as early as possible. We have good links with pre-schools and nurseries locally and share information before children start at our school. Class teachers may initially identify children based on their day to day assessments and we also look at our tracking systems including termly pupil progress meetings between teachers, the SENCO and headteacher. We also listen carefully to parental concerns and what we are told about the children. Any concerns are discussed with the SENCO and appropriate actions will take place. Where appropriate, we seek advice from outside agencies such as Speech and Language therapists, School Nurse, Paediatricians, Specialist Teachers and our Educational Psychologist.

**Who is the SENCO and how can we contact them?**

Katie Smith is the Senco.

Her contact details are:

Great Harwood St John's CE Primary School

St John's Street

Great Harwood

BB6 7ES

01254 885926

Email: [k.smith@st-johns-greatharwood.lancs.sch.uk](mailto:k.smith@st-johns-greatharwood.lancs.sch.uk)

**How do we involve parents and consult with them about their child's education?**

At Great Harwood St John's we have an 'open door' policy and parents are able to come in to see teachers, the SENCO or headteacher if they have any concerns. Class teachers send out a newsletter at the start of the school year to introduce themselves and give more information about the upcoming year. There are also three parent consultation evenings throughout the year where parents can discuss their child's progress at school. The SENCO has good links with parents and can be contacted to discuss any

problems or concerns a parent may have. Parents are invited to meetings and reviews that are held to discuss children with SEND and their progress or needs.

### **How do we involve and consult the children about their education?**

Pupil voice and gaining children's thoughts and opinions is very important to us. We do this in various ways:

- School Council
- Pupil questionnaires
- Pupil interviews
- Discussing IEP targets and other targets with children.

### **How do we assess and review the progress that children make and how do we involve them and their parents?**

Children with SEND are assessed in the same way as all children at school: through teacher questioning, work in books and formal and informal assessments. This informs the teachers' planning for the child, ensuring it meets their needs and lets the child know what they need to do to improve. In addition the school makes use of specialist resources to assess progress of children with SEND. These include a range of diagnostic assessments as well as PIVATs which measure small steps in progress in the National Curriculum subjects. In almost all cases children with SEND have Individual Education Plans (IEPs) or Individual Behaviour Plans (IBPs) with specific targets in relation to their learning or behaviour. Progress against these targets is monitored continuously and reviewed at least termly by school staff, parents and children. Children are involved in their target setting for their IEPs or IBPs and these are then shared with Parents. Children with EHCP's follow the statutory review process where the child and their Parents are fully involved in the process. Pupils and Parents have the opportunity to complete questionnaires about school and in the future we are also going to ask more specific questions linked to SEND in order to gain Pupil and Parent views of the provision in our school. We hold three parent consultation evenings a year where Parents can come in to school and discuss their child's progress and areas for development. In addition to this, reports are written in each summer term detailing the progress which has been made and the current levels they are working at.

### **How do we support our pupils with SEND as they move on to high school or move to another school?**

Parents of children with SEND are encouraged to visit potential schools e.g. high schools and special schools before completing their secondary school applications. The SENCO at Great Harwood St John's can guide parents by informing the SEND Information, Advice and Support (SEND IAS) Team who endeavour to assist with parental requests as and when needed. There are transition meetings held in school to plan for pupils with SEND moving on to their new schools.

All SEN information is shared with the high school of the child's choice. If required some SEN children will have additional visits to their chosen high school to help the transition between schools.

### **What is our approach to teaching children with SEND?**

Every teacher is responsible for teaching children with SEND at Great Harwood St John's and we have a very experienced team of staff who are able to differentiate appropriately and seek support where needed. Children with SEND are educated in the classroom with the rest of their peers and are withdrawn for small group or 1:1 support where necessary. Work is adapted to meet the needs of each individual child across all areas of the curriculum so that each child can access the learning in their own way. Some children require extra guidance or organisation so that they are ready to learn. Each class teacher will provide resources to support these children so that they can manage independent learning in the best possible way e.g. providing individual visual timetable, now and next cards, individual instructions, pre-teaching, own equipment stations, etc. IEPs and IBPs are used to provide specific, measurable targets that are achievable within a specific time frame. These are discussed with the child who has input on the document before signing. These targets are addressed during 1:1 time or small group work (depending on the target) at specific times during the week.

### **How do we adapt the curriculum and the learning environment for children with SEND?**

At Great Harwood St John's we adapt the curriculum and learning environment for children with SEND in a variety of ways such as using specialist equipment like sloping boards and specialist chairs. We have rooms and areas where children are taken to carry out group work and 1-1 sessions. We also follow the advice from the Educational Psychologist and other health professionals in order to meet the needs of our SEND children.

### **How are the staff trained and kept up to date? If we need more expert help and advice, what do we do?**

The SENCO (Special Educational Needs Coordinator) is highly trained and continues to ensure her skills, knowledge and understanding are up-to-date and meet the needs of the learners in our school. The school has Teaching Assistants (TAs) with increasing expertise in providing :

- speech and language support.
- support for a range of needs of pupils with Autistic Spectrum Disorder.
- behavioural, social and emotional support
- motor skills support
- social skills support

Ongoing support and development in place for staff supporting children with SEND

The SENCO provides support and training for staff supporting children with SEND and all TA's participate in the appraisal process. Specific training opportunities are made

available for TAs supporting children with specific needs. The SENCO keeps a record of training and staff development opportunities.

If more expert help or advice is needed then we work closely with our Educational Psychologist, Speech and Language Therapists, Specialist Teachers and other agencies.

### **How do we know if what we provide for the children is effective?**

We use a wide range of information to track the progress and attainment of children with SEND. These include:

- formative and summative assessments
- end of Key Stage test results
- specific assessments before and after intervention has taken place

### **How are children with SEND enabled to take part in all the activities available at school?**

All children, including those with SEND, are encouraged to participate fully in activities at Great Harwood St John's and we will make every adjustment possible to accommodate everyone. For example we have recently used extra staff to support a child with SEND to ensure that they could participate in an after school sports club. We have a breakfast club from 7.30 to 8.45am each morning and an after school club from 3.25 to 6.00pm each afternoon. There is a wide range of extra-curricular activities that take place at lunchtimes or after school. All children attend school trips each year and any needs are taken into consideration before booking and arrangements are adapted accordingly.

### **How do we support children with emotional and behavioural difficulties?**

We support children with emotional and behavioural difficulties in a variety of ways. We support them in school by writing an individual behaviour plan and using adults within the school to work with them on their targets. We also have a fully trained Emotional Literacy Support Assistant who supports children throughout school. We also involve outside agencies when necessary. These outside agencies come in to support individual pupils and they also provide support and training for staff.

### **How do we deal with bullying and make sure children with SEN can tell us if they are having a problem?**

Making sure that our children are happy and safe at school is very much a priority at Great Harwood St John's and bullying is something that we take very seriously. As a school we complete a lot of work during PSHE lessons linked to relationships and friendships and each year in November we take part in Anti-Bullying week. For more information please see our Behaviour and Anti-Bullying policies which are available on request and also on the school website.

### **How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?**

We obtain help and advice from the following agencies, as and when it is required:

- SEND Team at Lancashire County Council - Educational psychologists and specialist teachers
- Our Speech and Language Therapist – Louise Laycock from Bridge Speech Therapy
- Lancashire SEND Traded Team– specialist teachers
- Speech and Language, Occupational therapy, Physiotherapy, Specialist Nurses and our School Nurse
- LCC SEND Team

We work closely with other agencies to ensure that we meet the needs of our SEND children in the best way possible.

**What arrangements do we make for supporting children who have SEN and are in the care of the local authority?**

As with all CLA pupils we do all we can to meet their individual needs, this includes holding regular meetings with their carers and completing Personal Education Plans for those children.

**What should I do if I have a concern or complaint about the provision for my child?**

If you have any concerns with the provision that has been made for your child then the first person you need to speak to is your child's class teacher. Then if you feel as though your concerns have not been dealt with please contact either Mrs K Smith the SENCO or the Headteacher Miss Parker.

**Where can I find information about the authority's Local Offer?**

Lancashire County Council produces its own local offer which brings together information for children and young people with special educational needs and disabilities and their families in the local authority area. The local offer produced by Lancashire County Council can be found at:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

There is also a link on our school website on the SEN and Disability page.