

# SEND Information Report St John Primary School

2020-2021



## SEN Roles

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## Welcome to our SEN information report.

At St John's School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, the school has a responsibility to support vulnerable pupils through a range of interventions. St John's School is committed to working together with all members of our school community. All staff have a responsibility to support SEN. Class teachers have a responsibility to provide high quality first teaching, set appropriate targets and regularly review and monitor progress.

The categories for support in the Provision map are based on the four main categories of SEN described in the **Jersey SEN Code of Practice 2017**.

- **Communication and Interaction**
- **Cognition and Learning**
- **Behaviour, Emotional and Social Development**
- **Sensory and/or physical needs**

Class teachers are responsible for setting targets which are over seen by the SENCo.

To support this, the SENCo works alongside staff to support them to develop early identification of need.

## How we Support SEN Pupils

### Reading and Spelling

- Toe by Toe
- Hornet
- Nessy
- Boosting Reading at Primary KS2
- Reading Response in KS1

### Communication Needs

- Speech and language therapy targets
- Wellcomm
- EAL keyworker support in Reception
- OT support/sensory needs

### Well being Support

- School Well Being Team
- ELSA support
- Educational Wellbeing service
- PMHT/CAMHS

## SEN Needs in St. John's School

In our school we have children with various needs including:

- Speech, Language or Communication Needs
- Specific Learning Difficulties
- Multi-Sensory Impairments
- Physical/Medical disability
- Social, Emotional Mental Health Needs

**Between 22 children- 30 children** were in receipt of specific support for SEN through additional interventions dependent on their needs.

2020/2021	SEN Support	Total Pupils	% SEN
Autumn	30	192	16%
Spring	27	191	14%
Summer	22	190	12%

► SEN data represents 16% of the 2020 cohort. Of these, several children have been diagnosed with a specific learning difficulty including literacy difficulties and ASD, with a small group of children diagnosed with specific mental health and well-being issues.

► Our data shows that termly, the percentage of pupils requiring SEN support decreased over the year. This is due to regular ongoing support and children making continued progress.

## Achievement of Pupils with SEN in the last Academic Year

Our SEN profile for the Summer term 2021 shows that we have **12% of children identified as having SEN**, and 0% of those have a RoN statement or Education Health and Care Plan. Progress is measured from children's starting points as Entry Data. Once assessments have been made, it is then evidenced on the Provision Map as Exit Data.

Exit data on class provision maps shows children making progress, with all SEN children making progress from their initial entry level benchmarks in reading. Interventions such as Boosting Reading @Primary and Reading Response are showing a real impact on children's reading levels and will be continued in 2022-2023. In all classes and in all subjects, SEN pupils are attaining 50% ARE or above.

SEN children at St. John's School make up for a statistically small group, with classes ranging from 2 pupils to a maximum of 5 children with SEN, therefore truly not statistically comparable when comparing Year 6 end-of-year data.

## Identifying and assessing children with SEN

At different times in their school career, a child or young person may have a special educational need.

### The Code of Practice defines SEN as:

A child has 'special educational needs', if he/she has:

- ▶ A learning requirement that is significantly different from the majority of children of the same age; or
- ▶ A disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in provided schools.

Educational settings include mainstream schools, mainstream schools resourced for pupils with particular special educational needs and special schools in Jersey.

In St. John's School we follow the following systems when a child has been identified as requiring additional support for their learning, behaviour or well being. The class teacher or parent will raise their concerns and the needs will be discussed at Senior Leadership Meetings, through parent discussions, teacher concerns or pupil profile meetings.

A referral will be made to the SENCo for support and advice on setting appropriate targets or providing appropriate intervention support;

- Additional assessments are carried out by the SENCo to identify a pupil's individual needs and build up a picture of a child's needs;
- Referrals to outside agencies for more specialised assessment and expertise. If a child is receiving interventions or their needs are considered additional to what is 'ordinarily expected' within the classroom then that child, will be placed on the Inclusion Register.

- ▶ It is important to us that parents/carers and children are involved in each step. Before any extra help is given to a child, the SENCo, teacher, parent/carer and child, agree what they expect to be different following this help. We write down what academic level or achievement level the child is at and compare this with their level afterwards, to see if the extra support (intervention) has made a difference to their learning.
- ▶ Parents are informed of their child's needs and progress through termly reports and twice yearly formal parent meetings. In addition to this they were able to discuss any issues they may have or their child's needs with the SENCo at a mutually convenient time.
- ▶ Parents of pupils who have a Record of Need are invited to discuss their child's progress at the annual review.
- ▶ If external agencies are considered, the school will meet with parents to discuss this and parent consent will be obtained for the referral to be made.
- ▶ **Arrangements for consulting children and young people with SEN**
- ▶ Children are informed of their targets by their class teacher half termly.
- ▶ Children are aware of their targets and are able to voice this to the SENCo.
- ▶ Opportunities to promote pupil voice are available through the School Council and the annual pupil questionnaire.
- ▶ Children with SEN receive verbal and written feedback and know what they need to do to improve. They are able to communicate this regularly and talk openly to the LSA and SENCo.
- ▶ Annual review meetings are held for pupils who have a Record of Need to discuss and update their needs and arrangements and set new targets. Pupils record their views about school on the pupil view section of the paperwork, this can be with support from their keyworker or adult in school.
- ▶ Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.

# **Arrangements for consulting parents of children with SEN and involving them in their education**

# Arrangements for assessing and review progress toward outcomes

- ▶ At St John's School we use the Graduated Approach of **Assess, Plan, Do and Review**. We gather and assess the child's progress and attainment relevant to their current year group. Class teachers plan out the steps for intervention taking into account their individual needs, put into place the intervention with support of the SENCo and facilitate any necessary changes. Parents, children and staff members work together as part of the graduated approach and targets are agreed upon by all. Parents and teachers share the targets set at parent consultations. Finally, the process is reviewed, evaluated and adapted according to the needs of the child.
- ▶ Progress of SEN pupils is also compared by the assessment coordinator and discussed in termly Pupil Profile meetings, at weekly Key Stage assessment meetings and at Senior Leadership meetings.
- ▶ Pupils are expected to achieve the targets set in the provision map, where their progress was compared against the baseline half termly. This would inform the exit data and be used as a baseline for the following term. This is regularly monitored and adjustments made as appropriate.
- ▶ Children on an intervention have a baseline assessment to track and monitor the progress made, following on from the intervention.
- ▶ All children in Nursery and Reception are screened using Wellcomm. This occurs termly and each child will have targets to work towards for the term. Progress is monitored.
- ▶ Pupils who are receiving support from the Speech and Language Department are reviewed on a regular basis.

Moving on 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. At St John's we understand that this can be an unsettling time. We do our best to make changes as smoothly as possible. We aim to keep both pupils and parents fully informed. At the end of the Summer Term teachers met to discuss the classes prior to any change, so they were fully aware of any needs pupils or families may have.

Children receive extended transition through the Transition Plus programme when required. The pupils and their parents are invited to make additional visits to their secondary school, as well as with the SENCo to meet their teachers and familiarise themselves with the layout of the complex. This is organised by the SENCo and begins in the Summer term of Year 6. The SENCo and Class Teacher meet with the secondary teachers to assist in this transition. This year the Secondary teachers came to school to visit a small group of pupils and answer any questions they have about transition to Secondary School. This was also supported by the Well Being Facilitator, Emma Le Monnier, as she also attended the meeting.

#### The approach to teaching children with SEN

As part of the graduated approach the SENCo and class teachers work together to assess, plan, do and review the process. Through high quality teaching, teachers will use their best endeavours to make sure that a child/young person with SEN gets the support they need, this means doing everything they can to meet the child/young person's SEN. Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. The SENCo and senior leadership team support teachers to achieve this by providing advice and training eg Staff meetings to explain Provision maps and how to support different SEN. There is regular monitoring and observations that identify teachers who may need help supporting pupils with SEN in their class.

- ▶ The Code of Practice states that 'pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.
- ▶ Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step to responding to pupils who have or may have SEN.
- ▶ The type of support is dependent on the individual's needs and is identified on the Provision map.

# Arrangements for supporting children moving between educational phases

## The approach to teaching children with SEN

- ▶ differentiated work in the classroom
- ▶ targeted support from a Learning Support Assistant or class teacher. This may be small group or 1:1 involvement of an outside agency e.g. Educational Psychology (EP), Occupational Therapy
- ▶ specific targets are addressed from outside agency advice eg; SALT targets.
- ▶ For some children we seek advice from specialist teams. These children are discussed at termly Pupil Progress meetings, at parent meetings and if the Educational Psychologist was to be involved, at termly Planning and Review meetings (PARM). This year many of our pupils have received a combination of the above. All interventions were assessed termly and progress was monitored against a baseline assessment taken at the beginning of the programme. Interventions which did not show evidence of progress were either stopped or modified.

### Involvement from other services include:

- ▶ Educational Psychology and Well Being Team, (OT), Behaviour support (SEMHit), Speech and Language (SALT), Autism Social Communication Inclusion Team (ASCIT), Primary Mental Health Team (PMHT)
- ▶ The interventions are described on a provision map which also identifies the actions that we use to support learners with SEN. We modify the provision map termly, by assessing the pupils against their baseline results when they began the intervention, to determine how much progress they are making and how effective the intervention is. It may be that the pupil is not making expected progress. If this is the case and the intervention is not effective it will be changed. It is expected that children would reach their targets on the provision map in that time.
- ▶ Close monitoring of progress by the assessment coordinator, SENCo and class teacher takes place termly comparing children's starting and end points. All data is scrutinised by the senior leadership teams, and the school's Senior Advisor. This year our Senior Advisor was Maggie Eldridge Mrotzek.



# Adaptations to the curriculum learning environment for children with SEN

Our teachers use various strategies to help children with SEN in the classroom. This might include using

- ▶ Differentiation and scaffolding
- ▶ Visual timetables
- ▶ Writing frames
- ▶ Ipads or other alternative recording devices
- ▶ Chunking learning into smaller steps
- ▶ Visual aids, physical resources to support learning in a multi sensory way

We are committed to creating a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners. Staff continually assess all pupils progress to ensure quality learning is taking place. Our whole school system for monitoring progress includes regular lesson observations, data collection and analysis, learning walks, book scrutiny and pupil progress interviews.



# Expertise and training of staff who support children with SEN including how specialist support will be secured

Five part- time Learning Support Assistants (LSA) are employed by St John's. Last year we employed an additional LSA staff member to provide extra support for Wellcomm. We have increased the hours of all our support staff. The impact of their deployment was that they were able to support pupils identified as SEN with individually tailored interventions as well as providing pupils with strategies which they could use in class to help overcome difficulties they may experience ie; say the word aloud slowly before writing, thus developing independence. The pupil's demonstrated progress made which is identified on the pupil's books and evidenced by the SENCo as well as the senior advisor.

- ▶ All staff are trained by the SENCo in staff meetings in differentiation, Provision mapping and delivery of the Ordinarily available document. The SENCo attends regular training including termly SENCo meetings, training on Jersey Children's First, AET training, the Zones of Regulation and Wellcomm Training.
- ▶ The impact of this training is that all teaching staff were confident to be able to understand, write targets and use a Provision map. Regular Lesson observations, observations of interventions and LSA's as well as book scrutinies also showed evidence of support and differentiation in all year groups. All early years staff as well as Key Stage One staff received Wellcomm training in the Summer Term 2020.
- ▶ At the termly PARM meeting pupils who required the support of specialist staff were raised. These staff then supported in school. They included Educational Psychology, Pre School Support Service, ASCIT, SEMHIT, Speech and Language Therapy, Occupational Therapy, Well- Being, CAMHS, The Bridge and English as an Additional Language.
- ▶ Many of the staff have First Aid at Work or Paediatric First Aid qualifications, as well as Mental Health First Aid training.

## Information about evaluating the effectiveness of provision for children with SEN

- ▶ We evaluated the effectiveness of our SEN provision by observing the Learning Support Assistants delivering interventions, assessing the progress the pupils made and discussions with parents and the class teachers about the pupil's confidence to approach situations.
- ▶ We had a whole school 'deep dive' evaluation March 2021 by Caroline Whitehead, the island wide English Advisor, Maggie Eldridge- Mrotzec, our Professional Partner, Heather Paul the Literacy Lead and Trudie DeLaHaye Headteacher. *The Learning Walk outcome showed that 'the attainment of pupils with SEN (JP and MLL) attainment was showing rapid improvement or matched that with pupils of the same starting point. Interventions were chosen wisely and delivered highly effectively by teacher and LSA's to support both targeted groups and the individual needs of specific pupils.'*
- ▶ As in previous years, in order to meet the SEN needs of our children we had to use more than our allocated SEN budget. This had an impact on the school's general budget. We also prioritised Jersey premium funding to support our most vulnerable learners.

## How children with SEN were enabled to engage in activities available with children who do not have SEN

All activities selected for the pupils by class teachers are available to all pupils in the class. When necessary tasks are differentiated, children are put into mixed ability groupings or a specific programme was followed.

For pupils with physical needs activities are adapted to ensure they take place on accessible, level grounds and that adequate support was available for the pupil. Risk assessments are rigorous and shared with parents where necessary.

Parents are informed of the trips well in advance and are asked if they feel the experience could be improved for their child.

All children should have the same opportunity to take part in extra-curricular activities. We offer Chess, Art, Football and Netball Clubs for Key Stage 2 pupils to join. Please have a look on the Clubs notice board in the foyer for more information or ask a member of staff. Some of these clubs have been paused due to Covid, however will return in due course.

# How the school involved other services, including Health and social care, local authority support services and voluntary sector organisations in meeting SEN and supporting families

The school has forged good links with outside agencies and has a strong working relationship with them.

Additional support was offered to families by The Bridge and Health visitors. Family Nursing has also had involvement with families this year. The school uses them to support families with advice and funding. The impact of this is that the pupils have consistency in their SEN support and that the school provides pupils with the most appropriate support available.

A board in the entrance hall has more information about Parenting Support Services which are available on the Island. We adopt an 'Jersey Children's First' approach and liaise with families as soon as problems are identified, to ensure they receive the support they need as early as possible.

We have direct links to Well-being support on our website. We also have a WellBeing pamphlet available to all parents.

## The Children and Families Hub

The Children and Families Hub provides information, advice and support for families and young people.

The aim of the Children and Families Hub is make sure you get the right help, at the right time.

The Hub also responds to any safeguarding concerns you may have for a child or young person.

The Hub was formerly known as MASH (Multi Agency Safeguarding Hub).

You can find out more here:

<https://www.gov.je/caring/helpsupportchildrenfamilies/pages/childrenandfamilieshub.aspx>

# Support for improving social and emotional development

St John's School provides a range of pastoral and social support for pupils through ELSA, Circle time, whole school values week at the beginning of the Autumn term and Key Stage assemblies as well as regular PSHE assemblies and lessons. **This Year the school achieved the Silver Accreditation as a Rights Respecting School and this is embedded into the ethos of the whole school community.**

Social and emotional needs of pupils are addressed through individual sessions with Mrs Loveless and the class teacher. Last year the school adopted a Well Being Team – lead by the SENCo. The team regularly meet to discuss the well-being of pupils and identify how best to meet their needs. The children are prioritised as requiring well-being support in school, ELSA with a trained member of staff or Well Being through the Education Well Being Intervention Team. These pupils are also discussed at SLT meetings to ensure that all staff are aware of the emotional needs of the pupils in school.

- ▶ Where the emotional needs of the child could not be addressed in school, referrals were made to the Well Being Team (via Mrs. Loveless as SENCo and Well Being Coordinator) to support children through a specific 6-week intervention programme. Parents were informed from the outset and were regularly informed of their child's progress. Time was allocated at regular intervals for revisiting sessions once the support was completed. Following on from PARM meetings where necessary outside agencies were involved or special measures such as extended transition were adopted.
- ▶ Parents are informed when behaviour plans are put into place and are encouraged to work alongside the school. This year there were no Behaviour Plans required.
- ▶ The school has the highest attendance percentages on the Island and had no exclusions last year.
- ▶ The school ensured the safety of children by having additional staff on duty before and after school, welcoming children from their cars into school, ensuring the gates were closed at all times, adopting a key fob security system at the front door, not allowing parents beyond the foyer, a signing in system with and proof of identity for agency visitors, a signing in and out for parents taking children out of school during school time, an annual health and safety audit.
- ▶ Children are encouraged in School Council meetings to express their views about topics. It is open to all pupils who are elected as representatives. We also have a Rights Respecting Council and an Eco Council.

The school has a procedure for managing the administration of medicines. Parents complete a form outlining the dose and frequency of the medicine along with the child's information. The medicine is kept securely and is administered by the secretary.

Pupils who require personal care receive support. The class teacher arranges for a named member of staff to support the child and appropriate facilities are identified to the child.

## Arrangements for handling complaints from parents of children with SEN about the provision made at school

The first point of contact is the class teacher and then SENCo, Mrs Loveless, if a parent has a complaint about the SEN provision their child is receiving. There were no complaints this year.

## Accessibility plan

- ▶ The school is on a single level and has no steps. The main boys toilets has an automatic push door knob put on to make the door opening more accessible.
- ▶ There is a disabled toilet in Key Stage 2 and a changing trolley and changing area in Nursery. A ramp has been created to allow easier access into the nature garden.
- ▶ Changes have been made to classrooms to de-clutter and focus on organised and tidy classrooms. An awareness of the sensory needs of specific children, highlights the importance of this to class teachers. An 'Environment Learning Walk' allowed for the SLT to monitor this, with a focus on 'seeing things from the learners perspective and the impact this has on them as a learner.' The impact of this is calmer children with a focus on learning in an organised manner.

## How has the school sign posted parents to organisations and services that can provide them with additional support

- ▶ We send out information from any support agencies as provided as a parent mail to parents to inform them of any courses or workshops on offer.
- ▶ We have a well being leaflet with access to services - this is in our school foyer, as well as on our webpage. We have also sent copies of this out to parents. All parents are aware of who to contact in school and they have access to the SENCo's email.

The annual parent survey encompasses all families in the school and focuses on Well Being and attainment. The results are analysed and reported back to the parents. This year an over whelming majority of parents felt the school supported pupils well, with **95% of respondents stating that they agreed or strongly agreed**. "The school makes the school their priority and enables them to succeed by delivering an excellent standard of education that meets all pupils' needs. "

If a child has a statement or RoN, the same termly review conversations take place, but the RoN plan will also be formally reviewed annually. For this all outside agencies involved along with parents / carers are invited. The meeting is more formal.

Teaching staff are in regular contact with parents through:

- Newsletters
- Home school diaries
- Phone contact
- Email contact
- Home visits in Nursery and Reception
- Parent Consultation meetings
- Annual reviews for pupils with a RoN

# Other initiatives in the last year to improve the quality of SEN provision leading to improved outcomes

Wellcomm training, improving phonics and reading comprehension across the school has been a primary focus this year. Additional teacher training in Wellcomm and Letters and Sounds (phonics) has allowed for more staff to feel confident when delivering specific interventions to pupils. SEN pupils receive small group support through Letters and Sounds with a trained LSA or class teacher. LSA's report that they feel more confident to deliver the sessions as the training has helped to build up their knowledge of synthetic phonics and the delivery of this. Wellcomm is proving successful and although all children benefit, the SEN children are prioritised and specific speech, language and communication targets are set for them. All SEN children are making progress in relation to their set targets.



## Outcome of the school priorities for SEN as outlined on the SDP

- All actions were met from the previous year and new priorities were set for 2021-2022.
- The School Development Plan identifies monitoring and evaluating the impact of interventions and the progress of vulnerable pupils within our school.
- Provision Maps provide information on the attainment of individual pupils through evidence provided by class teacher, end of term assessments, data on SIMs and book scrutiny to ensure pupils have made the required progress.
- The evaluation of the SEN Action Plan on the school's SDP has measured impact of interventions and informed actions for our current SDP.

**K. Loveless - January 2022**

