



John Shelton Community Primary School

SEN Information Report 2023 – 2024

#theJSway

At John Shelton Primary we are committed to giving all of our children every opportunity to achieve high standards. By taking into account the pupils' varied life experiences and needs, we have developed a broad and balanced curriculum which encourages independence and a love for learning.

We pride ourselves in being a fully inclusive mainstream school and we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Who are the best people to talk to at John Shelton School about my child's difficulty with learning/Special Educational Needs/Disability (SEND)?

The first person that you should contact is the class teacher!

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCo) know as necessary.
- Writing Individual Education Plans (IEPs). These will be shared and reviewed with you at least once a term.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo/Inclusion Manager is Mrs Lorraine McVittie

She can be contacted via the school office, by telephoning the school on

02476 686063 or by email – l.mcvittie@jsprimary.org

She is responsible for

- Developing and reviewing the school's SEN policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are

i) involved in supporting your child's learning

ii) informed about the support your child is receiving in school

iii) involved in reviewing how their progress at least once a term

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Social, Emotional, Mental Health and Learning Team (SEMHL), Educational Psychology Service (EPS), Complex Communication Team (CCT), Speech and Language Therapy (SALT)
- Updating the school's SEN register and making sure that the records of your child's progress and needs are kept as well as reports from outside agencies.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher: Mrs Janine Storer

She can be contacted via the school office, by telephoning the school on

02476 686063 or by email – j.storer@jsprimary.org

She is responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Chris Ball

He can be contacted via the school office.

He is responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

How will I know if my child has a difficulty with learning/Special Educational Needs/Disability (SEND)?

Our class teachers closely monitor the progress made by all the children and ask advice from the SENCo as soon as they have concerns about any pupil. The SENCo helps class teachers to plan activities such as small group work or special programmes to help the child. If these activities don't help the child to make good progress, the SENCo might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. If the child still does not make good progress the SENCo and class teacher will meet with parents/carers and together agree that additional SEN support will be put in place.

As soon as your child's SEN has been identified we will contact you and invite you to come into school to discuss plans to help him or her make better progress.

Where can I find information about the school SEND Policy?

Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND. If you would like to discuss our SEN provision or find out more, please contact our SENCo. Our policy is available from the school office and also available in the policy section of our website.

How will I know that my child is making progress?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENCo every half a term in reading, writing and numeracy.
- Parents of children with SEND will be invited in at least termly to meet with the SENCO to discuss their child's progress. The SENCO is also happy to meet with parents at any other time if they have a worry or a concern.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Where necessary, children will have an ILP. (Individual Learning Plan) or a MSP (My Support Plan) Progress against these targets will be reviewed regularly and a future plans will be made. Parents will be involved in the review of these targets and the setting of new ones.
- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How will the teachers help pupils with learning difficulties or disabilities to learn, including what they learn?

- The teacher will have the highest possible expectations for your child and all pupils in his or her class. All teaching is based on building on what your child already knows, can do and can understand. Your child teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Your child's teacher will also put in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task. All children in school receive this.
- Your child's teacher will have carefully checked on his or her progress to monitor if your child has gaps in his or her understanding/learning and needs some extra support in order to close the gap between your child and their peers. He/ She will plan group sessions for your child with targets to help your child to make more progress. These group activities might be led by either a teacher or a trained teaching assistant working to plans made by the class teacher.

How is John Shelton Primary accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- There is a shower area and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

What are the different types of support available for children with SEND?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo/ class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from

- Local Authority services, such as Social, Emotional, Mental Health and Learning Team (SEMHL) Educational Psychology Services (EPS), Complex Communication Team (CCT) Sensory Support, Speech and Language, Occupational Health
- Outside agencies such as CAMHS, Relate, Vibes, Occupational Therapy

What could happen:

- You will always be asked to give your permission for the school to refer your child to a specialist professional, e.g. SEMHL, a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority services such as Social, Emotional, Mental Health and Learning Team, Educational Psychology Services, Coventry Autism Support, Sensory Support, Speech and Language, Occupational Health

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

How will my child's social and emotional development be supported?

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Specific sessions with our Learning Mentor, **Mrs Geri Bratt** or our Specialist HLTA, **Ms Ranj Heer** such as:
 - Protective behaviour
 - Solution focused work
 - Self-esteem programs
 - 1:1 nurture
 - Lego therapy
 - Group work – friendship, nurture, therapy
 - Individual target and rewards
 - Boomerang

The Learning Mentor and Specialist HLTA also supports specific children in class to remove barriers to learning.

Who should I contact if I want to find out more about how the school supports pupils with SEND?

If you would like any further information on how children with special educational needs are supported at John Shelton Primary, please do not hesitate to contact the SENCo, Mrs Lorraine MCVittie or the Headteacher, Mrs Janine Storer.

They can be contacted on the school number (02476 686063) or you can email at l.mcvittie@jsprimary.org or j.storer@jsprimary.org

How are the adults in school helped to work with children with an SEND and what training have they had?

John Shelton Primary School has a school continuing professional development plan that includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, etc.

Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from SEMHL, or medical /health training to support staff in implementing care plans.

If you would like to hear about current or past training undertaken by school staff, please speak to the Headteacher or SENCo. The SENCo and teacher work closely with specialists from external support services who may provide advice or direct support as appropriate.

How will I be involved with planning for and supporting my child's learning?

You will be invited to a termly meeting with your child's class teacher to discuss the targets that they have been set. You will be involved in the review of these targets and the setting of new ones.

Whenever your child is seen by an outside agency such as the Social, Emotional, Mental Health and Learning Team (SEMHL) or the Educational Psychology Service (EPS) you will be invited in for an additional meeting to discuss the outcome of the assessment and the next steps for your child.

Who will help me to support him/her at home?

During the termly meetings with the SENCo and class teacher you will be given activities to support your child at home.

Over the course of a school year training sessions will be available in and out of school for parents to attend.

How is my child involved in his /her own learning and decisions made about his /her education?

Your child will be involved in the setting of their own targets. They will be asked what their strengths are and what they need to improve on.

During their weekly 1:1 sessions your child will be told how they are progressing towards their targets.

When the targets are reviewed at the end of the term your child will be asked what progress they think they have made towards achieving these targets.

Who should I contact if I'm not happy with my child's learning and / or progress?

Your first step should be to make a complaint directly to your child's class teacher or SENCo. If your complaint isn't resolved by the teacher or SENCo you can then ask for a meeting with the Headteacher. If this still doesn't resolve your complaint you can ask the school office for the complaints procedure

Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

There is information online for parents at <http://www.coventry.gov.uk/parentpartnership>