

SEND Information Report 2021

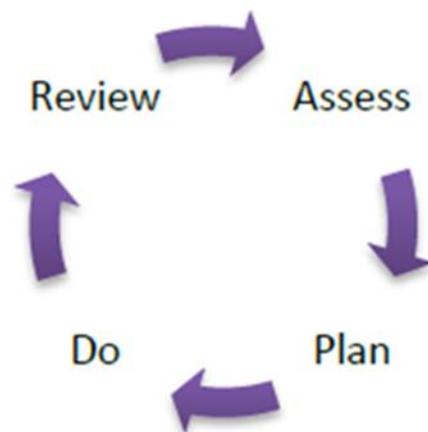
*St John Vianney Catholic
Primary School*

*SENDCO: Mrs L.K.Nagy
Last updated: April 2021*

Our vision and provision for SEND education at St John Vianney

St John Vianney Catholic Primary School is a mainstream primary school which is committed to inclusion and ensuring that all our pupils can achieve their best possible outcomes. We take a person-centred planning approach and consider the holistic needs of pupils when making decisions regarding provision. Teaching and learning practice in classes and our wide range of high-quality interventions offer a very strong provision to all pupils who require additional support. Staff meet regularly to discuss the needs, progress and aspirations of all our pupils and we work closely with parents/carers to ensure our pupils can really achieve the best possible outcomes.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

ASSESS:-

In Assessing a child/young person the school will carry out an analysis of the pupil's needs which draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment. This is put in the context of the individual's development compared to the school's core approach to pupil's progress, attainment and behaviour and their peers and national data. The pupil's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessments are reviewed every term in our school.

PLAN: - We recognise that we must formally notify parents if their child is being provided with SEN support despite prior involvement and communication. The teacher and Inclusion Manager agree in consultation with the parent and pupil the adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review. We write SEND support plans which detail the child's needs and the strategies school will use to help them overcome any barriers to learning.

DO: - The School's Special Educational Needs Co-ordinator (SENCO) and Pastoral Manager support the class teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child directly or for overseeing the delivery of interventions. They work closely with teaching assistants or specialist staff involved, to plan and assess the impact of support and how they can be linked to classroom teaching.

REVIEW: - Reviews are carried out on the agreed date. Some children have an EHC (Education, Health and Care Plan). These must be reviewed by the local authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCO role. Our meetings are child-centred reviews which involve key adults supporting the pupil in school, family members and the child themselves where appropriate. Our meetings are designed to be open discussion forums where we can share ideas of what works for the child in different settings, what we appreciate about them and how we can help them to achieve the best outcomes. The views of parents and the child themselves are pivotal in planning next steps and it is through this partnership working that any supportive strategies will be most successful. In transition to another setting information to be passed on will be shared with parents and pupils

Our school's approach to supporting pupils with SEND

Social and Mental Health Needs

We recognise that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. The lockdowns of the past year may also have played a significant role in detrimentally affecting the emotional well-being, mental health and behaviour of a number of our pupils. Rapid assessment and intervention strategies are in place to support these children as a matter of urgency and the whole staff team is committed to ensuring that our pupils receive the right support in a timely and effective fashion. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs. We have clear processes to support children and young people led by the Headteacher, SENCO and Safeguarding Lead and this is linked to our child protection and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils. The school provides support for pupil's emotional, mental and social development in the following ways:

- Identification of a key adult to deliver pastoral support ;
- We have a trained Pastoral leader Mrs Clisby who delivers a range of therapeutic interventions;
- Offering Meet and Greet daily as an available support mechanism to all pupils;

- Offering various pastoral intervention programmes such as LEGO therapy, Worry Bus, Yoga and mindfulness, Keep Calm and Carry On plans (KC &Co)
- Teaching self-regulation skills through the implementation of the Zones of Regulation approach;
- Providing the Adventure Group to help foster positive relationships between children, parents and school
- At the highest level of need, we can refer pupils to the Behaviour Support Team (BIT) or the Child and Adolescent Mental Health Service (CAMHS) for highly specialist intervention and support;
- Helping to develop self-esteem and well-being through the curriculum
- Maintaining robust anti-bullying practices and ethos throughout school;
- Maintaining a consistent and positive behaviour management approach throughout school;
- Supporting parents and carers through the EHAT process

Communication and interaction

Starting in our foundation stage there is a strong emphasis on communication and interaction. We also work alongside speech and language therapists to deliver personalised programmes of support within the setting and have members of staff who are trained to support children with speech, language and communication difficulties. Children in this category may have difficulties on the Autistic Spectrum and our whole school approaches to social cognition and self-regulation support all children well in managing their interactions in the setting. All staff are trained in TEACCH approaches and are able to use the language that supports this approach with all children. Our support staff are trained to use strategies including visual cues, visual timetables, independent workstations, social stories and comic strip conversations with children with social communication difficulties. We have a Service Level Agreement with Language and Social Communication Service (LASC) which provides us with regular support from a specialist outreach teacher.

Cognition and Learning

For children who have learning difficulties, we offer a wide range of specialist intervention programmes tailored to individual need. We are committed to the Read Write Inc Programme and deliver this intensive and high-quality intervention to identified reception and year 1 pupils in addition to individual pupils throughout the school. For pupils with specific needs in maths we also deliver the intensive intervention. We have a service level agreement with the Literacy Support Service to assess and deliver dyslexia –friendly work programmes. For pupils who require an individualised approach to literacy and maths, school is able to implement precision teaching as an intervention as well as Beat Dyslexia and Toe-by-Toe. We advocate the use of multisensory teaching approaches and systemic learning opportunities in order to support the learning and engagement of pupils with different learning styles. We also use specific computer-based programs to enable further access to learning opportunities. Teaching staff and support staff work closely with the SENCO to ensure teaching practices and resources are appropriate for the needs of individual pupils. We liaise closely with outside agencies to implement their advice and plan further steps of support.

Sensory and/or physical needs

We support children with a range of physical needs. These needs may be met through a health care plan, agreed in collaboration with health services. The SENCO works closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources. The SENCO can make referrals to a range of medical services following discussions with parents/carers and the allocated school nurse. These services may include Occupational Therapy, Physiotherapy, Community Paediatrics, Audiology and speech and language therapy.

Key Staff and Expertise

Name of SENDCO	Email address	Phone number
Mrs L. Nagy	lisa.nagy@sthelens.org.uk	01744 678570
Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), Masters)
Mrs L. Nagy	SENDCO	BA(Hons)/ QTS/ NASENCO
Mrs A. Friar	Headteacher	BA(HONS)/NPQH
Mrs Michelle Clisby	Pastoral Leader	HLTA

Contact the SENDCO

Securing and deploying expertise

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age. Our support staff have a high level of expertise in supporting pupils and delivering interventions. They are deployed throughout school to target cohorts of children with specific needs or individual pupils. Their targeted support is decided at termly progress meetings, during which a new provision map is formulated and support staff take part in the ongoing cycle of monitoring and planning. Some members of support staff are designated to targeted support roles with pupils with individual children, which is arranged through high needs funding applications to St Helens Council for eligible pupils.

Assessing barriers to learning for SEND Children

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where your child will progress. We always communicate your child's attainment through parents' evenings and end of term reports or your child's teacher may call an additional meeting if they have an area to discuss.

Our school has many links with external agencies linked to the Local Authority or NHS e.g. Behaviour Improvement Team, Educational Psychology, Language and Social Communication, Speech therapy, Occupational Therapy, Child and Adolescent Mental Health. If the school SENCO believes it is necessary, parent would be asked for permission for children to be assessed by various agencies in order to diagnose a specific need and/or provide specialised resources for them. If more detailed assessments of SEND area required, some of the methods are:

Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments to your child's needs.

Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments.

Cognition and Learning Assessments – these may include observations and assessments.

On going school assessment - these assessments are comprehensive in all aspects of school life, with some additions for children with SEND. These may include reading, writing, maths, phonic and spelling assessments.

Social and Emotional Assessments – these may include observations and assessments.

Additional assessments relevant to your child's needs

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). We use an assessment software programme called OTrack to track each pupil's progress over time. We are introducing a new system for assessing incremental steps for SEND children called PIVOTS in the Summer Term 2021

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Consulting with pupils and parents

We very much value the contribution that parents can make to their child's education. In order for parents to be fully involved in the life of the school, when they generally do not drop off or pick up their child from school, both school and home must work hard at this important aspect of school life.

You are always welcome to call in to see how your child is getting on, so long as you let us know that you are coming and make an appointment via our school office. We also expect parents to attend a child centred 'Annual Review' for all pupils with a 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year. There are also two Parents' Evenings each year where the parents of children with SEND can discuss their child's learning and review and set outcomes.

Hearing the child's voice

As with everything related to your child in our school – they have an opinion and voice that is listened to. At child centred annual reviews (for children EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting in our 'All About Me' worksheet. Children at the Support Plan phase are actively involved in reviewing their termly outcomes and have the opportunity to add their comments to the plan as it progresses. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

Transition Support

Our Year 6 pupils will move on to a number of different High Schools. We work closely with the SENCOs of each High School to identify children with additional needs and put systems in place to ease their transition. Our pastoral Leader will take SEND children in need of enhanced transition work on visits to their designated High school to meet new staff and familiarise themselves with the new setting. ASD children are identified at SEN Planning Meetings to be assessed for the LASC Transition panel.

Spending the budget

Our SEND budget is allocated in the following ways:

- Additional members of support staff;
- High Needs Funding provisions for pupils with complex needs;
- A non-class based Pastoral Manager;
- Extensive CPD opportunities for staff;
- Resources to support physical/sensory needs;
- The purchase of specialist resources to enhance the access to the curriculum for all learners;
- Specific training for interventions;

The Local Offer

Details of the Local Offer for school is available on the SEND page of our school website. Paper copies are available on request

Handling Complaints

Complaints to school should be referred directly to the Headteacher, Mrs Friar, in the first instance. If the issue has not been resolved at this stage, then the Complaints policy is available on the school website.