



St John the Divine Church of England Primary School

SEND Information Report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, speech and language difficulties including Developmental Language Disorder
- Cognition and learning, for example, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, Cerebral Palsy

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and termly pupil progress meetings will be attended by the Head Teacher, SENDCO and class teacher to review each individual child's progress throughout the year. The class teacher, along with the SENDCO and Senior Leadership Team will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/caregivers.

Consulting and involving pupils and parents/caregivers

We will have an early discussion with the pupil and their parents/caregivers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/caregivers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/caregivers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for secondary school

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this process.

Every year, the school delivers a comprehensive and detailed Secondary Transfer Program for Year 6 pupils in the Summer term (and earlier if required for children with SEND) to help with their move to secondary school.

Pupils who have been identified as finding transitions difficult between phases and/or classes will be provided with extra support during these times. This may include extra opportunities to meet new adults, spend time in the new environment and read through bespoke social stories that explain the transition taking place.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We also provide the following interventions, and many more:

- Lego-based Therapy – language, communication and interaction program
- Attention Autism – to develop natural and spontaneous communication
- Colourful Semantics – sentence formation strategy
- Phonics – develop phonetic strategies in reading
- Access to Literacy – Dyslexia/literacy support
- Zones of Regulation – identifying and self-regulating emotions
- Drawing & Talking – emotional support
- Social Nurture Group – encourage and facilitate social interaction
- Wellcomm – develop early focus and communication skills
- Precision Teaching – enhance accuracy and fluency of reading and spelling

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, learning style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting the environment, for example, visual displays, individual workstations (where required), vocabulary displayed along with pictures for support etc.

Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Precision Teaching, Lego-based therapy, Colourful Semantics, Zones of Regulation etc.

Teaching assistants will support pupils on a 1:1 basis when children have been identified as not being able to meet the national curriculum individually or with group support

Teaching assistants will support pupils in small groups when a specific need has been identified and differentiated strategies have been planned.

We work with the following agencies to provide support for pupils with SEN:

- Social Care
- Speech & Language Therapy
- Educational Psychology
- Occupational Therapy
- Paediatricians
- CENMAC
- Wellcare – counselling service
- Police
- Child and Adolescent Mental Health Services (CAMHS)

Expertise and training of staff

Our SENCO has a number of years' experience in this role and has worked as a SENDCO in different settings, including an alternative provision and a setting with the Lambeth Local Authority.

She is allocated 2 days a week to manage SEND provision.

We have a team of teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Precision Teaching, Lego-based therapy, Attention Autism, Zones of Regulation and Colourful Semantics.

We use specialist staff for Dyslexia screening and relevant literacy support.

Securing equipment and facilities

The school has an agreement with CENMAC, an advisory service that provides assessment, reviews and equipment, including assistive technology, for children with Educational Health Care plans (EHCPs).

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term (pupil progress meetings)
- Reviewing the impact of interventions after 6-12 weeks, depending on the intervention
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding Annual Reviews for pupils with EHC plans

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all extra-curricular clubs to promote teamwork/building friendships
- We have a zero tolerance approach to bullying.

Contact details of support services for parents of pupils with SEN

Please see below a list of organisations, charities and websites which could be helpful:

- www.lambeth.gov.uk/send-local-offer Signposts avenues for families to take in order to gain support for a child with SEND.
- www.mentallyhealthyschools.org.uk Gives support for families and school on how to support children's mental health
- <https://www.annofreud.org> A mental health charity that supports families.
- <https://www.autism.org.uk/> Guides, support and events for how to support a child with Autism.

Monitoring arrangements

This policy and information report will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

Admissions

Anti-bullying

Behaviour

Complaints

Equality plan

Health and Safety

Teaching and Learning