



John Harrison Church of England Primary School
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SEND Information Report

Date reviewed:

Date of next review:

Amendments:

- Complete change of format using new recommended format by Education Inclusion Team.
- Addition of pupil, parent and staff voice.
- Updated figures for SEND pupils.
- Updated training undertaken over the last academic year.
- Introduction of challenges, complaints and areas for development section.
- Inclusion of details of finance and deployment of support staff.



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John Harrison C of E Primary School

SEND Information Report

March 2018

SENCO: Mrs. K. Carter

SEN Governor: Mrs. A. McKeown

INCLUSION MANAGER and MENTAL HEALTH CHAMPION: Miss. L. Burnett

Contact: 01469 530350

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Dedicated SEN time: 3 hours

Local Offer Contribution: www.northlincslocaloffer.com

Whole School Approach:

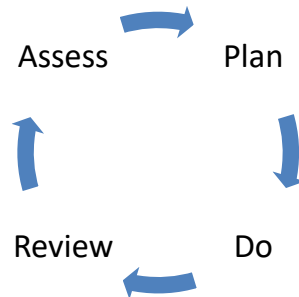
Across the whole school, from The Early Years Foundation Stage through to Year Six, all planning is fully differentiated to meet the needs of individual children, irrespective of their skills base and the level in which they are currently working. The provision and progress for all children is the responsibility of the class teacher. High quality first teaching and additional support is available to all children and adapted to suit their needs. We have high expectations embedded within our school ethos and aim to provide a personalised approach to learning. We are committed to providing the highest possible educational standards and giving every learner the confidence to succeed.

(**Reference:** Teaching & Learning Policy January 2015)

We strongly believe that **ALL** children should be given every opportunity to be fully included in all aspects of school life and therefore ensure that all of our learners have access to a broad, balanced, relevant and differentiated curriculum which meets individuals' needs whilst allowing them to develop their social skills.

Our Christian values are Compassion, Forgiveness, Friendship, Hope, Endurance, Peace and Respect. We strive to ensure that the Children and Young People in our school consider these in all aspects of their school life to create an all-inclusive environment based on mutual respect where **everybody** has the opportunity to have success through effort.

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



- **Assess:** We are committed to the early identification of special and additional educational needs. Initial concerns regarding a child needing extra support will come from the class teacher and parents. Following these concerns the child's needs will be assessed and closely monitored. This involves observations made by the class teacher which are then discussed with the SENCo, key members of staff and parents or carers. The assessment process could also include discussions with previous settings, additional assessments and tests and analysis of the pupil progress data that is used in school to monitor and track the progress and attainment of all pupils. Outside agencies may also be involved with the consent of the parents.

The use of various toolkits, such as the ones provided by ASET and Speech and Language Therapy have really helped us to focus on identifying specific difficulties, areas of need or potential barriers to learning.

SENCo

- **Plan:** The child, their parents or carers and any professional agencies that are involved will then be involved in the planning process. Targets and support will be identified focusing on the desired outcomes for the individual child. This planning process will also identify how the outcomes are to be achieved. These will be clearly detailed within an Individual Education plan (IEP) or Individual Behaviour plan (IBP).

Possible actions formed from this planning process may include:

- The use of different materials or special equipment.
- Further group or individual support.
- Commencement of specific programmes, such as 'Lexia' or 'Write from the Start'.
- Extra time with an adult to carry out specific interventions, such as Precision Teaching.
- Staff development and training to support specific strategies.
- Access to support from within the local authority, such as outreach support from St. Luke's Primary School.
- Meetings with outside agencies, such as Educational Psychology or the Physical Disability Team to carry out further assessment or offer programmes of support.

Using the 'Next Steps' to plan the next sessions has been really useful as ideas are captured and it helps to move forward with each child and highlights targets

Teaching Assistant

- **Do:** The plan is then implemented by the class teacher and interventions or targeted activities are carried out by either the teacher or by support staff under the guidance of the class teacher and SENCo. These will be delivered over a set period of time and monitored closely to ensure their impact is maximised. The SENCo monitors and evaluates the effectiveness of the provision and intervention programmes

Learning is more personalised and if something isn't working for a child or a group of children, we are quick to change it and try a different course of action to address the problem.

Teaching Assistant

Review: All targets and the progress made towards the agreed outcomes will be reviewed regularly. The time scale will depend on the individual and the length of the intervention or support programme that is being used. These are discussed with parents and the child, usually as part of an IEP or IBP review meeting and this discussion then informs the next cycle of report.

The intervention folders have helped to collect evidence of progress.

Class Teacher

The SENCo monitoring of interventions is more rigorous and this is helping pupils because their needs are being met in a more timely way. Short interventions, such as precision teaching are ensuring these pupils receive quality first teaching.

Class Teacher

Please see our **Graduated Approach Documentation** that outlines these stages which support all children in our school.

SEND Needs:

The SEND Code of Practice 2014 defines a child as having a special educational need if they have “a significantly greater difficulty in learning than the majority of others of the same age” or, “has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.”

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Children who need support in this area may have difficulties with speech, communication, social interaction or have an Autism Spectrum Disorder. We have established strong professional relationships with the Speech and Language Therapy Team (SALT) as well as the Autism Spectrum Education Team (ASET). Partnership working, which includes regular 'Communication Planning' meetings with the Speech Therapist and SENCo, enables us to ensure all children are receiving the best support. This could be through individual therapy, additional classroom support, or the use of resources and strategies to support their varying communication needs.

I like the games and the colours that I get (in Speech Therapy). I like the 'p' game best.

Pupil

I like it in CALL when we say hello and goodbye to everyone because it teaches me to say hello nicely to other people.

Pupil

2. Cognition and learning

Children that have difficulties with cognition and learning may have a Specific Learning Difficulty (SpLD), such as dyslexia or dyscalculia. More severe learning difficulties would be described as Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) or Profound and Medical Learning Difficulties (PMLD). Within our school we have a number of pupils with Specific Learning Difficulties. All work is tailored to suit the needs of the individual ensuring that their progress is monitored, often in smaller steps, and that they are receiving a suitable level of challenge. We have a number of specific interventions that can support these children, including Beat Dyslexia and use of the Lexia programme. We also provide guidance to parents in ways that they can help at home.

Lexia has helped me with my reading and spelling. I like the certificates.

Pupil

It's helped me put my b's and d's the right way around (Lexia).

Pupil

3. Social, emotional and mental health

Having difficulties with social, emotional and mental health could include conditions such as Attention Deficit Hyperactivity Disorder (ADHD), or behaviour. The social wellbeing of ALL our children is very important to us. The development of the role of the Inclusion Manager has ensured that families and their children are supported in the most effective way. The Inclusion Manager is also our school 'Mental Health Champion'. She has established excellent links with other professionals such as the Children and Adolescent Mental Health Service (CAMHs). We have a number of different types of therapies that we are able to offer children including Play Therapy, Lego Therapy and Drawing and Talking Therapy.

The school is becoming more focused in helping children with mental anxieties by developing good mind-set and resilience.

Inclusion Manager

4. Sensory and/or physical needs

Children's sensory or physical needs can vary greatly. This area of need includes children that may have a visual or hearing impairment, multi-sensory integration disorder or a physical difficulty such as hypermobility syndrome. We aim to ensure that all children can access the school environment fully and we strive for the inclusion of all within the capabilities of our school building. Plans for individual children are put into place in consultation with parents and the accessibility plan is reviewed annually taking into consideration the sensory and physical needs of the children and their parents. Please also see the Disability and Accessibility Policy on our website.

As of March 2018 we have 25 children on the SEND Register. This equates to 13 % of the school population

3 of these children have an Education, Health and Care Plan.

We currently seek advice and support from professionals in the following agencies:

- Autism Spectrum Education Team (ASET)
- Educational Psychology
- Child & Adolescent Mental Health Service (CAMHS)
- Educational Welfare Officers (EWO)
- Physical Disability Team
- Speech & Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nurse and Learning Disability Nurse
- Primary Behaviour Support
- St. Luke's Outreach Support
- SEN and Disability Information and Support Service (SENDIASS)

Through close work with organisations and services the school ensures that both the families and children with special education needs are supported. The governing body evaluates the school's SEND policy and provision regularly.

SEN Governor

We have internal processes for monitoring quality of provision and assessment of need.

These include:

- A rigorous Graduated Approach that includes an 'Initial Concern' cycle so that children can be monitored closely to assess their needs before a decision is made about whether they have a specific barrier to learning or a special educational need.

- Access to an extensive range of assessment tools including Wide Range Intelligence Test (WRIT), British Picture Vocabulary Scale (BPVS), GL Assessment Dyslexia Screener, Autism Spectrum Education team Toolkit, Speech and Language Therapy Toolkit and Behaviour Toolkit.
- Close monitoring of interventions through provision mapping for all children that receive additional support in each class with vulnerable groups highlighted.
- Individual tracking documents for each intervention that clearly show the children's starting points, targets and the small steps progress that they are making.
- Additional assessment points and systems for Maths and Literacy (PIRA, PUMA, PIXL)
- Pupil progress meetings.
- Analysis of data against national data sets through Target Tracker and use of the Fisher Family Trust data analysis tool.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
IEP/ IBP Reviews	Class Teacher / Parents or Carers / Child / SENCo	At least termly
Parent Consultations	Class Teacher / Parents or Carers	October, March and July or as required for some children
EHCP Annual Review Meetings	Class Teacher / Parents or Carers / Child / SENCo / Professionals involved with supporting the family or child / children	Yearly
Early Help Meetings	Inclusion Manager / Class Teacher / Parents or Carers / Child / SENCo / Professionals involved with supporting the family or child / children	As required (typically half termly)

I liked choosing Star Wars (for my theme) and having chocolate cake. It was good. (At my Education Health and Care Plan Review Meeting)

Pupil

Staff development

We are committed to developing the ongoing expertise of our staff.

The designated Special Needs Coordinator for our school is Mrs. K. Carter. She has a Postgraduate Certificate in Special Educational Needs awarded by Edge Hill University in June 2016.

The Inclusion Manager, Miss. L. Burnett has the National Award for Dyslexia (Dyslexia AMBDA) awarded by Edge Hill University in 2012.

This year the following training has been completed:

Whole school staff

Well Being and Safeguarding - Castledyke January 2017

SENCo

An introduction to B – Squared from St. Luke’s Outreach Team

SEND Annual Conference June 2017

Support and Guidance from Education Inclusion Teacher

Inclusion Manager

Obesity Chat (Get Going update) January 2017

Launch of North Lincolnshire Community Eating Disorders Service (CAMHS) January 2017

Healthy Relationships February 2017

The Impact of Domestic Abuse on Bullying in Schools February 2017

Mental Health Champions March 2017

Operation Encompass March 2017

Self-Harming in Schools March 2017

Anxiety - Mental health Champions resources update June 2017

Mental Health Champions 1st Aid (2-day course) July 2017

Improving Mental Health in schools July 2017

Specific teachers have received training and support, including:

Dyscalculia - Hull Teaching Alliance June 2017

Access Arrangements for Year 6 SATs

One day’s Overview of SEND as part of NQT Training

Specific support staff have received training and support, including:

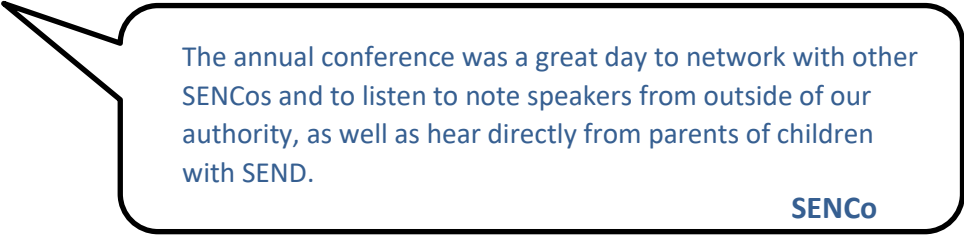
An introduction to B – Squared from St. Luke’s Outreach Team

4 week Behaviour Training through LLF Autumn 2016

Lego Education (Story Starters to engage vulnerable learners) Spring 2017

Advice and Guidance sought from the Speech Therapist Ongoing

In addition to this further individual support has been provided by the SENCo to teachers as required, such as time spent with NQTs when reviewing IEPs.



The annual conference was a great day to network with other SENCos and to listen to note speakers from outside of our authority, as well as hear directly from parents of children with SEND.

SENCo

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for their future.

The class teacher has overall responsibility for providing targeted and effective support to children requiring extra help. The extra support may include working as part of a small group or working on a 1:1 basis with an adult. This additional help could be provided by both the class teacher and a member of support staff.

Support staff deployment is reviewed regularly to ensure the correct support is in place and that the children's needs are being met. This could be support with learning, but also emotional and well-being support.

Some children have requirements within their Education, Health and Care Plans that allocate a specific amount of time that they should be supported and these are closely monitored.

Finance

Our notional SEN Budget this year was **£46,148** and the expenditure breakdown of that income is as follows:

- Support staff (additional to quality first provision) = £32,691
- Commissioned external services = £ 5,000
- Assessment profiles (PiXL, PIRA, PUMA, Boxhall Profile) = £1,750
- Additional teaching resources = £ 1,600 including Lexia, Beat Dyslexia, updated BPVS, sensory basket, Lego for Lego Therapy Group
- Training = £1,500
- Plus any other expense nominal variable amount for staff release time to attend meetings and additional SEND report writing / multi-agency liaison and Early Help attendance £3,650

School Partnerships and Transitions

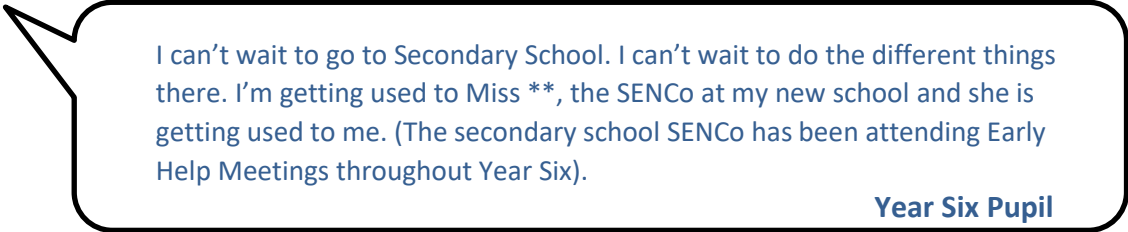
For all children when entering or leaving our school we have extensive school transition plans that are put into place to ensure the process is as smooth as possible. Staff will prioritise meetings with parents and key professionals and, where needed, a specific transition programme will be set up to cater for a child's individual needs to ensure they are prepared to move onto the next stage. This includes home visits and visits to pre-school settings and links with the area SENCo supporting children in the pre-school phase.

This year we supported 1 child in their transition to secondary school.

Transition programmes will be set up to cater for a child's individual needs to ensure they are prepared to move onto the next stage of their education. This year we supported 1 child in their transition to secondary school and we have already begun the transition process for a child currently in Year Six. This has included close liaison with the SENCo at the receiving school and support from other professionals.

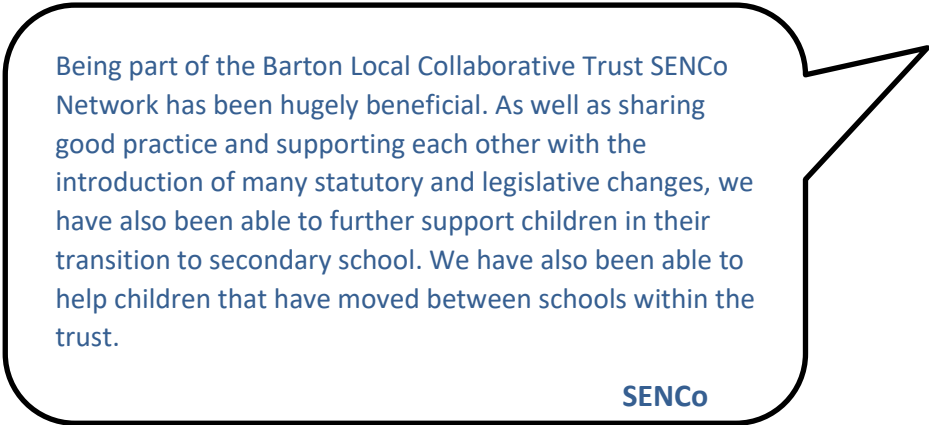
In addition to this as part of the Barton Local Collaborative Trust, we have close links with local primary schools and Baysgarth Secondary School. We also have close links with the local pre – school.

We also support the transition of pupils within school through an extensive period of transition over six weeks during the summer term. Some pupils have also been supported with their own transition booklets, social stories and additional visits to their new classrooms. New class teachers have also been involved with the review process for children that are due to move into their class.



I can't wait to go to Secondary School. I can't wait to do the different things there. I'm getting used to Miss **, the SENCo at my new school and she is getting used to me. (The secondary school SENCo has been attending Early Help Meetings throughout Year Six).

Year Six Pupil



Being part of the Barton Local Collaborative Trust SENCo Network has been hugely beneficial. As well as sharing good practice and supporting each other with the introduction of many statutory and legislative changes, we have also been able to further support children in their transition to secondary school. We have also been able to help children that have moved between schools within the trust.

SENCo

Complaints

Our complaints procedure is clearly detailed in our Concerns and Complaints Policy available under the Policies Tab of our school website:

<https://johnharrisonceprimary.com/northlincs/primary/johnharrison/site/pages/policies>

This year we have had no complaints.

Challenges this year

Challenges for our school have included:

- Providing appropriate and purposeful provision for children with significant learning difficulties where a personalised curriculum with small stepped targets has been needed to demonstrate progress within the new curriculum. We addressed the issue by asking for additional monitoring support from St Luke's Outreach Team. The impact of this has been the introduction of the B squared assessment and tracking system that we have now been able to use with other children. Two class teachers, the SENCo and two members of support staff have also accessed instruction from St Luke's on how the system can be used.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Set up folders for individual and group interventions to monitor their progress more closely and track the provision provided.
- Establish half termly SEND surgery days with all staff and SENCo.
- Carry out learning walks with Senior Leadership to establish triangulation alongside work scrutiny and data analysis.
- Start to collate evidence for Inclusion Quality Mark
- Create case studies
- Continue to address training needs that arise throughout the year.
- Continue to work closely with the Education Inclusion Team working with the good to Great documentation.
- Collect evidence of parent and pupil voice and include this on documentation and through the website.

In preparing this report we have included staff, parents and children and young people through discussions with individual pupils and small groups, talking to parents at consultations, meetings and reviews and by seeking the views of staff within school.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Health and Safety Policy
- Medical Needs Policy
- Equality and Diversity Policy
- Disability and Accessibility Policy
- Teaching and Learning Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: March 2018

Due to be reviewed September 2018