

St John the Baptist C of E Primary School

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**SEN Information Report**

At Mexborough St John’s C of E Primary School, we have a commitment to ensuring that all pupils, regardless of their specific Special Educational Need (SEN), make the best possible progress during their time in school.

We are an inclusive school, with the needs of pupils with SEN being met in our mainstream setting wherever possible. The following SEN Information Report aims to outline how we identify and support pupils with SEN and how we review and communicate this with parents. This report will be reviewed and updated annually.

**What is SEN?**

SEN is when a child needs support that is different from or additional to that normally available to pupils of the same age.

The Code Of Practice (CoP) outlines four broad areas of need. These are:

* Communication and Interaction,
* Cognition and Learning,
* Social, Emotional and Mental Health Difficulties,
* Sensory and Physical Needs.

The CoP states that every Local Authority should provide a Local Offer so that parents know what support is available.

**What is the Local Offer?**

Under The *Children and Families Act 2014*, Local Authorities and schools are required to publish and review information about services they expect to be available for children and young people with SEN aged 0-25. This is called the ‘Local Offer’.

The intention of the Local Offer is to improve choice and information for families. Doncaster’s Local Offer can be found here:

[***http://www.doncasterchildrenandfamilies.info/disabilities.html***](http://www.doncasterchildrenandfamilies.info/disabilities.html)

**Who is responsible for children with SEN in school?**

It is the class teacher’s responsibility to ensure all children’s needs are being met in the classroom. The Special Educational Needs Co-ordinator or SENCO’s job is to support the class teacher in planning for children with SEN and to check provision is in place to meet their needs. The SENCO organises and provides training and support to enable all staff to be able to do this, including whole school training on relevant SEN issues. As part of JMAT, we are also able to share resources, training and expertise to meet the needs of learners with SEN. Some pupils need specific interventions in order to boost their learning on a 1:1 or small group basis. These are usually delivered in the afternoon by teaching assistants (TAs) and are in addition to classroom support.

At Mexborough St John’s the SENCo is: Sarah Littlewood and the SEN Link governor is: Ian Hutchinson.

**How do we know which children have SEN?**

Children start school with varied experiences and usually need a little time to settle in and get used to new learning opportunities. However, some children find this difficult and need more support. Many children with complex needs have these identified very early. Parents and carers may have already noticed that their child struggles in certain areas. For other children, difficulties may only become clear as they grow and develop, and as they learn and interact in new and different ways. We regularly assess all pupils and this allows us to identify those who are making less than expected progress. Children will be identified as needing extra support if, despite high quality teaching, their progress is:

* significantly slower than that of other children of a similar age.
* failing to match the child’s usual rate of progress.
* failing to close the attainment gap between the child and their peers.
* widening the attainment gap.

The class teacher and SENCo will monitor the pupil closely and make observations, which will also include discussions with parents, with clear review points.

**How do we support in the classroom?**

All children have a right to access quality first teaching in a classroom, and if additional support is required, it will always be done at classroom level first.

This would mean that the teacher has the highest possible expectations for children and all pupils in their class, that all teaching is built on what your child already knows, can do and can understand, that your child is fully involved in learning in class and that specific strategies and/or resources (which may be suggested by the SENCO) are in place to support your child to learn. This may involve extra adult support, additional resources , prompts and reminders or adjusting the expectations of a task. As well as this, your child may receive 1:1 reading support, extra spelling lessons, multi-sensory sessions, support for basic maths skills, fine motor skills exercises or handwriting practice. If your child is receiving support at this level, they will be classified, with your permission, as ‘School Support’ on the SEN register and the details of exactly what is in place will be recorded on the whole school provision map.

**What if your child still needs help?**

If your child still needs help, they may need extra support outside the classroom. This is usually on a 1:1 or small group basis, with a trained TA and is designed specifically to meet their needs, to fill any gaps in learning, give extra opportunities to develop skills and understanding and to boost learning and confidence. In most cases, a very personalised plan will be put into place for your child, and a School Support Plan (SSP) will be completed, to make sure everybody involved, including you, your child and all staff, know what targets have been set, how they are being supported and what the expected outcomes are. If your child is receiving support at this level, they will be classified, with your permission, as formally SEN on the SEN register and the details of exactly what is in place will be recorded on the whole school provision map. You will receive a copy of the SSP.

**How do we know if the support is working for your child?**

We will talk to your child about how they feel about their learning and their progress, how confident they feel and what new skills they think they have. If your child finds it difficult to communicate verbally, we will use other methods of communication to find out how they feel about learning. Open evenings/afternoons and review meetings are held to discuss this progress with you so that your comments can also inform us of how well support is working. Your child’s progress will also be continually monitored by his/her class teacher. Various assessment tools are used to track if pupils are meeting their targets, including Pivats, benchmarking, national assessments and phonics screening and these are used to measure how well support is working for in class support and interventions. We will also look at work in books, how well your child is using learning in lessons in different ways and how much of new and old learning they are remembering and using. Lesson observations and pupil interviews will also help us to work out how much progress your child is making and to ensure that the needs of all children are met and that the quality of teaching and learning is high.

**Who else might we ask to support us in understanding your child needs?**

We have access to a range of professional services, who can advise us on how to meet your child’s needs, if specialist intervention is required. These services include:

* Educational Psychology Service
* S&LT (Speech and Language Therapy)
* Occupational Therapy
* Physiotherapy
* CAMHs (Child and Adolescent Mental Health Services)

We will refer to these services in circumstances where we feel more specialised intervention is needed than what can be offered in school and will always discuss this with you before a referral is made. However, as part of our graduated response, a referral will only be made once we have already put school based support in place, reviewed the impact it has had and decided that a higher level of support is required.

**How do we make the curriculum accessible to children with SEN and disabilities?**

* There is a disabled toilet and parking.
* We ensure that any equipment, resources and curriculum support used in classroom to enrich learning are accessible to all children, regardless of their needs.
* School trips and residential visits are open to all pupils, regardless of their needs and school make adjustments to ensure that all pupils can access these experiences.
* After and before-school provision is available to all children, including those with SEN.
* Extra-curricular activities are available and accessible to children, including those with SEN.

Please see our Accessibility Plan for more information. This can be obtained from the school office or found on our website.

**What should you do if you have concerns about your child’s SEN?**

The first person you should talk to is your child’s class teacher about any concerns that you may have. If you continue to be concerned that your child is not making progress, you may speak to the SENCO (Sarah Littlewood). The school’s SEN Governor (Ian Hutchinson) can also be contacted for support.

For further support and advice, you can contact Doncaster’s Parent Partnership Service, who will be happy to discuss with you what you should expect us to be doing as a school to support your child.

Parent Partnership Service: Contact number 01302 736920 or email saidsend@doncaster.gov.uk

**How do we communicate with parents?**

For every child in school open evenings/afternoons are held in the Autumn and Spring term, where parents are invited to come in to speak to their child’s class teacher about general progress. In addition to this, you will also receive a formal written school report during the Summer term. However, if there are additional concerns about your child, the school or yourself may request additional meetings to discuss any concerns in more detail. These meetings will also be used to plan any additional support your child may need or referrals to outside professionals that may be required. If your child is already on the SEN register, you w be invited to termly review meetings to discuss their progress with the SENCO/class teacher. There may be representatives from other services who work with your child at these meetings.

**How do we communicate with children?**

Wherever possible and appropriate, your child will be involved in discussing their needs and the support that is in place to meet them. They will be supported by school staff who will continually be gathering their views through frequent conversations. Children will be involved in setting and reviewing any targets that they may be working on. They will also have access to the Learning Mentor, Mrs Loftus, if they need some emotional support. When it is felt to be appropriate, children may be invited to review meetings. When this is not possible, children’s views will be gathered beforehand.

**How do support your child when they are leaving this school, starting this school or joining a new class?**

We recognise that transitions between schools and classes can be difficult for a child with SEN, and we take steps to ensure that any transition is a smooth as possible.

**If your child is joining us from another school:**

* If your child would benefit from a book/passport to support them in understanding moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.
* Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
* We will request all relevant paperwork relating to your child’s SEN.

**If your child is moving to another school (including to Y7):**

* We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. When your child is moving to their new school, a planning meeting will take place with the SENCO from Mexborough St John’s.
* Whenever possible, visits will be arranged to the receiving school for your child, prior to the move.
* We will make sure that all records about your child are passed on as soon as possible.
* If your child would be helped by a book/passport to support them in understand moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.

**When moving classes in school:**

* Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. SSPs and provision maps will be shared with the new teacher.
* During the final weeks of the school year your child will visit his/her new class on at least two occasions in order to become familiar with new staff and classmates.
* If your child would be helped by a book/passport to support them in understand moving on, one will be made for them. This may include photographs of their new classroom, teacher and relevant places around school for them to refer to before they join the school.

**How do we make sure your child is happy and joining in at school?**

At Mexborough St John’s, we strive to ensure that every child feels happy, safe, respected and valued by the whole school community. Your child’s happiness and well-being is paramount to ensuring that they are able to achieve to their best potential. However, we understand that children may at times have barriers to their learning caused by social and emotional factors. This may cause difficulties with behaviour, expressing emotions, or making friends and communicating. It may also cause children to become withdrawn or anxious. In order to ensure that children are developing socially and emotionally, we have a learning mentor who runs small group nurture groups and 1:1 support. If your child accesses this, we will always discuss this with you beforehand.

**How do we address bullying?**

Mexborough St John’s has a no tolerance policy in relation to bullying. It is our aim to ensure that all children feel safe and secure in our environment. Details of our bullying policy can be found in school and on our website. If you have any concerns about a bullying issue, please contact your child’s class teacher.

**How do we support children with SEN who are also vulnerable in other ways?**

Any children with SEN who are classified as Looked After Children (LAC), Pupil Premium or on Child Protection plans will have their needs met in the same way as all other pupils, as detailed above. We will make contact with the person with Parental Responsibility to ensure they are in attendance at all relevant meetings.

LAC pupils will always have a Personal Education Plan (PEP), which will be reviewed termly. This will be the result of a team working around the child, in order to set sort term targets, linked to longer term goals. PEPs are written in conjunction with the child, carer and an advocate from Virtual School (the service ultimately responsible for the education of all LAC pupils). Virtual Schools can provide additional funding to schools, in order to fund provision identified in the PEP meeting.

**What should you do if you have a query or a complaint?**

We have an open door policy at Mexborough St John’s and appointments can be made to see staff, by either speaking to the office or contacting us on 01709 582619. If you have concerns about your child, you should make an appointment to see their class teacher as soon as possible, but appointments can also be made to see Adam Minor, the Headteacher or Sarah Littelwood, the SENCO if you feel this is appropriate. For details on our complaints procedure, please ask in school or visit our website.