



St. John the Evangelist Catholic Academy
Part of the Newman Catholic Collegiate



Special Educational Needs and Disabilities Information Report

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Introduction

Welcome to our SEND Information Report which forms part of the Staffordshire LA local offer for learners with special educational needs or disability (SEND) in accordance with the Special Needs and Disability Code of Practice, January 2015. The governing bodies of all maintained schools and academy school proprietors have a legal duty to publish an information report on their website about the implementation of the governors' or the proprietors' policy for pupils with SEND. The information published will be updated annually. The information report also applies to all learners who are looked after by the local authority and have SEN.

When we talk about "provision" we mean what we provide in order to meet the needs of a child and help them make progress at school which is appropriate to their age.

We hope you will enjoy reading about the variety of ways in which our academy is able to support SEND pupils to reach their full potential.

Our Special Educational Needs co-ordinators are:

Mrs N. Meakin and Mrs H. Butters.

Mrs W. Antrobus supports the provision for SEND pupils at Key Stage 2.

Our Academy Representative with responsibility for SEND is:

Mrs Jackie Bailey

2. What are special educational needs (SEN)?

At different times in their school career, a child or young person may have a special educational need. The 2014 code of practice defines special educational need (SEN) as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them."

A child or young person of compulsory school age has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age, or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school or post-16 mainstream institution.

If a learner is identified as having SEN, we will make provision which is "additional to" or "different from" that provided for non-SEN learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

3. What is a disability?

The Equality Act 2010 states that a person has a disability *'if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'*

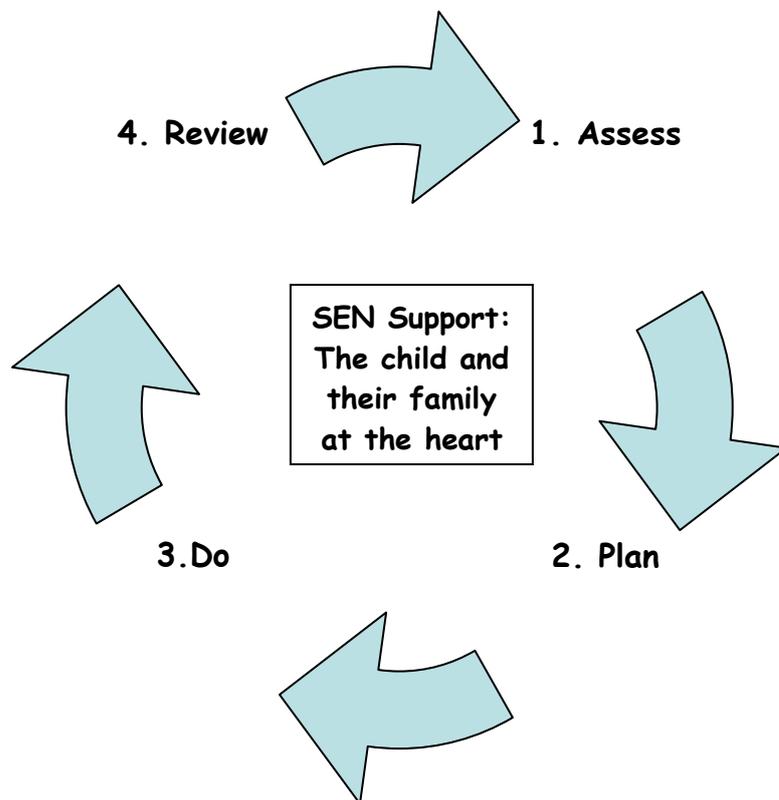
If the impairment has a *substantial and long-term effect* on a person's ability to carry out normal day-to day activities it may amount to a disability.

A physical or mental impairment includes:

- Learning difficulties
- Medical conditions, including asthma, epilepsy, diabetes, cancer etc
- Specific learning difficulties, including Autism, Dyslexia etc
- Speech, language and communication needs

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation. Learners at St. John the Evangelist Catholic Academy who have a disability but do not have SEN are recorded on our Learning Support Register as having "additional educational needs"

4. What is our approach to teaching learners who have SEN?



At St. John the Evangelist Catholic Academy we believe in, and practise, participation for all. For us, the child and their family are at the heart of all we do:

- We believe that all adults and children should participate in learning and we celebrate all members of our school community.
- We celebrate an inclusive culture in our academy and aim always to be as responsive as possible to the diverse backgrounds of our children, their interests, experience, knowledge and skills.
- In this context, we do our very best to always encourage and support learners with SEN to take part in whole school activities during the school day or extra-curricular activities at the end of the school day.

This will include a wide range of activities such as:

- Drama and music events
- Residential and school trips (where the academy will always provide additional staff appropriate to the needs of the children involved)
- Before and After School Club, Playground Leaders' activities and after-school clubs.

We will always involve parents in how we support their child in such activities in the context of the Code of Practice.

We value high quality teaching (Quality First Teaching) for all learners and monitor the quality of teaching and learning in the academy. We use a range of methods to do this including regular lesson observation, work scrutiny members of the Senior Leadership Team (SLT), subject leaders and LA Advisors, learning walks and continuous professional development for all staff. Our training of, and support for, staff (including all non-teaching staff) with regard to supporting SEN learners includes and has included:

- From 01.01.15, regular workshop and interactive sessions to prepare staff for the introduction of the 2014 SEND Code of Practice as part of the Children and Families Act 2014. This has always included guidance on the role of specialist agencies within, and beyond, the local authority, as well as the voluntary sector.
- Guidance on working with learners with SEN, their parents, and exemplar practice on how and when to consult more senior colleagues, including the SENCo, as part of the Graduated Approach's "Assess-Plan-Do-Review" strategy, so that we keep in mind how we can always improve what we do to help our pupils succeed.
- Detailed guidance on how to differentiate for learners with SEN according to their need and keep this under review as part of our "Graduated Approach".
- Provision on the staff area of the website for a special educational needs glossary to help all of our staff understand what SEN terms mean and how they can help pupils.
- Fortnightly provision of a SENCo surgery, after school, where colleagues can consult the SENCo on any issues relating to SEN and SEN learners.
- Regular feedback from learning walks, book audits etc.

Where necessary St. John the Evangelist Catholic Academy can access outside specialist expertise such as educational psychologists, speech and language consultants, health and social care bodies or charities which support children with emotional health issues by:

- Standing service agreements with the children's services department of the local authority;
- Buying in additional support where necessary by means of traded agreements;
- Referral through children's services for additional support on a wide range of issues which can affect learning and progress;
- Referral to health and social care bodies by the appropriate school staff.

These are all in addition to school provision to support and improve the emotional and social development of children which includes:

- 1:1 mentoring and counselling sessions to listen to the views of our learners as well as offer guidance and support with issues such as bullying and family issues;
- On-going development of our student council to promote and enable pupil voice and self-advocacy;
- Discussion and action planning, around issues which affect our learners' social and emotional health and well-being, at half-termly "Pupil Progress Meetings".

We aim to create a learning environment which is flexible enough to meet the needs of all members of our academy community. We regularly monitor the progress of all learners, and staff continually assess progress to ensure that learning is taking place. Our whole-school system for monitoring progress includes tracking by classteachers, the SENCo and members of the Senior Leadership Team (SLT).

5. How do we identify and assess SEN at St. John the Evangelist Catholic Academy?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every half-term against the National Curriculum objectives and agreed milestones in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet accessing the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. (The Lancashire PIVATs system is used to support the process.)
- 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 the results are published nationally.
- The academy also uses a range of tools/packages to support with the identification of barriers to learning such as:
 - BPVS test;
 - NGRT Reading test
 - PUMA Maths text

Such tools are standardised/norm referenced which allows the academy staff to assess if a learner is at an age-expected or age-appropriate level. They can sometimes help to identify specific areas of need.

- Children on the SEN register will have "Passport" which will be reviewed with your involvement, every half-term and the plan for the next half-term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults/agencies 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.

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from the Education Funding Agency (EFA), includes money for supporting children with SEND.
- The Principal, in agreement with the Academy Committee, decides on the budget for Special Educational Needs and Disabilities the basis of needs in the school.
- The Principal and SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

Decisions about what resources/training and support are needed are then made.

- All resources/training and support are reviewed at least half-termly through Pupil Progress Meetings and changes made as needed.

Our SEN profile as of January 2017 shows that we have ?, % of the academy roll identified as having SEN; ? of these have a statement of educational need or education, health and care plan (EHCP) maintained by Staffordshire LA

- ?% of our SEN pupils are identified as having SEN solely related to cognition and learning.
- % are solely related to communication and interaction;
- % are solely related to physical and sensory issues;
- % are solely related to social, emotional and mental health issues
- % have SEN or disability in more than one or a number of areas.

6. How do we support learners with SEN and/or a disability at St. John the Evangelist Catholic Academy?

We are committed to narrowing the attainment gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include out-of-school school interventions, short-term specific interventions, home-school interventions and other learning interventions developed on an individual needs basis.

Every teacher is required to adapt the curriculum to ensure access to learning for every child in their class. The Teachers Standards 2012 detail the expectations of all teachers. The Teachers Standards are available at: <http://tinyurl.com/Gov-Teach-Standards>.

Teachers use various strategies to adapt (differentiate) the curriculum. This might include:

Area of Need	All pupils where appropriate (Wave 1)	Catch-Up (Wave 2)	SEN (Wave 3)
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Cognition and Learning	<p>Differentiated curriculum planning, activities, delivery and outcome.</p> <p>Increased visual aids/modelling etc</p> <p>Visual timetables</p> <p>Use of writing frames</p> <p>Access to at least 1 TA in each year group.</p>	<p>TA support for Literacy and Numeracy</p> <p>Pre-cuing sessions for Literacy and Numeracy</p> <p>Phonic Catch-up group</p> <p>Dyscalculia (Numeracy)</p> <p>Beat Dyslexia Programme 30 minutes a day</p> <p>Better Reading Partners</p> <p>Springboard Maths</p> <p>Word and Number Shark</p> <p>Motor Skills United (Fine motor skills)</p> <p>Project X</p> <p>Nessy Spelling</p> <p>Precision Teaching</p>	<p>1:1 Tuition for Literacy and Numeracy</p> <p>Highly adapted curriculum for Statement children</p> <p>Educational Psychologist</p> <p>Social Stories</p>
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Communication and Interaction	<p>Differentiated curriculum planning, activities, delivery and outcome. E.g. simplified language</p> <p>Increased visual aids/modelling etc</p> <p>Visual timetables</p> <p>Communicating Print symbols for specific topic based vocabulary.</p> <p>Structured school and class routines.</p> <p>Opportunities for talk (partnered/group)</p> <p>Receptive screening programme (Reception children only)</p>	<p>ICT- Clicker 5 (As appropriate)</p> <p>Speech and Language Communication Group</p> <p>Moondogs/Magic Belt Series - comprehension</p> <p>Talking Partners</p> <p>Group Educational Plan for targeted children identified by Receptive Screening programme.</p>	<p>Speech and Language support (daily pm, 1:1 SSA)</p> <p>Life Skills curriculum for Speech and Language statement children.</p> <p>Speech and Language Therapist</p>
Emotional, Behavioural and Social	<p>Whole school behaviour policy based on Assertive Discipline approach.</p> <p>Behaviour Contact File.</p> <p>Whole school/class rules.</p> <p>Class/School reward systems</p> <p>Circle Time</p>	<p>Individual reward system.</p> <p>Home/School record (daily)</p> <p>Anger Management</p> <p>'Time to Talk' Year 1 social skills programme.</p> <p>Nurture Group</p>	<p>Behaviour contracts</p> <p>Mentoring (as appropriate)</p> <p>CAF</p> <p>Social Stories</p> <p>Weekly Report Card</p>

Sensory and Physical	<p>Flexible teaching arrangements.</p> <p>Easy access around school/classroom.</p> <p>Writing implements provided.</p>	<p>Pindora' s Box</p> <p>Motor Skills United</p>	<p>Physiotherapy programme</p> <p>Individual support in class during PE</p> <p>Individual support for toileting (as appropriate)</p>
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Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building 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 or outside staff) 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 gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work with in a smaller group of children.

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a Teaching assistant who has had training to run these groups.

Stage of SEN Code of Practice: SEN

If you child has been identified by the class teacher as needing some extra support in school then they may be placed on the Schools Educational Needs Register

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

**Specialist groups run by outside agencies e.g Speech and Language therapy
OR Occupational therapy groups**

AND/OR Individual support for your child of less than 20 hours in school

Stage of SEN Code of Practice: SEN

which means they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise

- A group run by school staff under the guidance of the outside professional e.g a social skills group
- A group or individual work with outside professional
- The school may suggest that your child needs some agree individual support in school. They will tell you how the support will be used and what strategies will be put in place.

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

Specified Individual support

for your child of more than 20 hours in school.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

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

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority 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.
- In order to help your son/daughter achieve their learning potential we may ask your permission to fill in a Common Assessment Form (CAF). Either the SENCo, Deputy Head or Support Worker will ask you to attend a meeting to provide some information about your child and your family and in your presence we will fill in the CAF. We will only include information that you tell the member of staff. The CAF will provide an overview of your family and will help us to decide together what we need to organise next. The CAF is a confidential document and will not be shared with anyone unless you have given your permission to do so.

- After the school have sent in the request to the Local Authority (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 support at School Action Plus.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support already offered 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 Statement or EHC Plan will outline the number of hours of individual/small group 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.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from the Education Funding Agency (EFA), includes money for supporting children with SEND.
- The Principal, in agreement with the Academy Committee, decides on the budget for Special Educational Needs and Disabilities the basis of needs in the school.
- The Principal and SENCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected

Decisions about what resources/training and support are needed are then made.

- All resources/training and support are reviewed at least half-termly through Pupil Progress Meetings and changes made as needed.

How is St. John the Evangelist Catholic Academy accessible to children with SEND?

- Both buildings are accessible to children with physical disability via ramps. The ground floor of the Victorian building is accessible to those with physical disabilities via the hall door.
- We ensure 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.

7. Links to other resources

All of our learners who are identified as having SEN are entitled to support that is "additional to" or "different from " the normal differentiated curriculum. The precise type of support is dependent on the individual learner's needs and is intended to enable access to learning, overcoming the barrier to learning identified in the SEN. For the learners with the most complex of needs this support can be detailed on the provision map. These maps are modified and updated as appropriate but at least termly.

8. Teaching Assistants

St. John the Evangelist Catholic Academy employs a team of teaching assistants and one higher level teaching assistant (HLTA). These assistants work with teachers to provide personalised learning programmes for pupils with special or additional needs. We always try to ensure as high a match as possible between the needs of a pupil and/or group of pupils and the skills, experience of the teaching assistant so that any barriers to learning are minimised.

In addition to this, the academy also seeks guidance from specialist teams at Staffordshire's Children's Services, all of which are on the Staffordshire local offer website :

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

- TAs to support identified pupils;

- Additional Educational Psychologist and SENIS input to provide a higher level of service to the school.

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SENIS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).

Provided and paid for by the Health Service (Staffordshire NHS Trust) but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy

9. Wider Collaboration

St. John the Evangelist Catholic Academy is also a part of the Newman Catholic Collegiate, a group of seven other primary academies and one senior academy. The designated SENCos of each academy meet on a regular basis to exchange good practice, share knowledge and to work collaboratively on policies and moderation of learning.

10. How do we know if the support we offer and provide is effective?

Monitoring the progress of learners is an integral part of teaching and leadership at St. John the Evangelist Catholic Academy. We always welcome feedback on the effectiveness of the support offered to our pupils.

Parents/carers, pupils and staff are involved in reviewing the outcomes of SEN provision on a regular basis. We follow the "assess, plan, do, review" model of SEN support from the 2014 Code of Practice to ensure that parents/carers and their children are involved at each step. Before any additional provision is put in place to support a child with SEN, the SENCo, teaching staff (as appropriate), parents/carers and the pupil will agree what they would expect to be different following the intervention.

Learners, their parents/carers and their teaching staff will be directly involved in the review process.

- This review can be built into the provision itself.
- It could be in the form of face-to-face meetings such as Parents' Evenings or 1:1 meetings with the SENCo.
- It could be by means of telephone calls, email or two-way written communications/reports at least three times per year, when progress and any next steps can be discussed and agreed.

We recommend that parents look at useful websites to help them understand all the issues around their child's special educational needs. Examples of such sites include:

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Passports will be reviewed with your involvement each half-term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Support services for parents of pupils with SEN include:

Parent Partnership

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively, email on spps@staffordshire.gov.uk.

Parent In The Know newsletters

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

The SEN Information Report forms part of the Staffordshire Local Offer and can be found on the Staffordshire Marketplace.

<http://www.staffordshiremarketplace.co.uk/>

Information on where the Local Authority's Local Offer can be found:

<http://www.staffordshirecares.info/pages/my-disability/children-additional-needs/send-reforms/Local-offer/local-offer.aspx>

11. Other opportunities for learning

All learners have equal opportunity to access extra-curricular activities at St. John the Evangelist Catholic Academy. A wide range of activities are offered and the academy is committed to making reasonable adjustments to ensure participation for all.

12. Transitional support: the next steps

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child to another school:
 - 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.
 - We will make sure that all records about your child are passed on as soon as possible.

- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Passport targets will be shared with the new teacher.

- In Year 6:
 - The SENCo will arrange a transition meeting to discuss the specific needs of your child with the SENCO of their secondary school.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

13. Contact us and have your say

We welcome your feedback and future involvement in the on-going development of our SEND policy and this SEN Information report. The academy contact number is 01782 296736

If you would like to discuss your son or daughter please contact either Mrs Meakin or Mrs Butters

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Principal.
- If you are still not happy you can speak to the school SEND Academy Committee Representative.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning.