

SEND Information Report

What is the Information Report?

This report provides information for parents/carers of children who have SEND. It gives parents/carers and families an overview of the help that is available to support children and families with Special Educational Needs and Disabilities (SEND).

How does St John's identify and assess children with special educational needs?

In line with the Code of Practice 2014, St John's has a graduated approach to SEND. We encourage Quality First Teaching Strategies in every class and we work closely with our children and parents/carers in recognising if a child needs additional support. While for many children, SEND can be identified at birth or at an early age, some difficulties only become evident as children and young people grow.

Early identification of pupils with SEND is a priority. At St John's, all children's progress, academically, socially and emotionally, is constantly monitored by teachers and the Senior Leadership Team (SLT) within the school. We ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment.
- Their performance against year-end objectives.
- Standardised screening or assessment tools via the TESS Team (Targeted Education Support Service).
- Liaison with pre-school settings.
- Liaison with parents.
- Pupil Progress Meetings each half term in which the classteacher, headteacher and SENCO discuss individual progress, look closely at work and analyse additional assessment evidence such as B Squared.
- Whole school data is analysed termly to identify patterns and any underperformance is addressed immediately.
- Pupil voice is used to gather the views of SEND pupils about the experience they receive at our school

How will school staff support my child?

Class teachers plan the curriculum to meet the needs of every child and use Quality First teaching Strategies to cater for a range of needs. If the class teacher concludes that a child needs further support to help progress, other than quality first teaching strategies, they will consult with the SENCO. An Individual Education Plan may be put into place after consultation with parents to offer targeted support where needed. This could be in the form of additional class support, small group intervention or 1:1 intervention. This support and intervention is closely monitored and reviewed by the class teacher and the SENCO.

If a more sustained level of support is needed then a referral to an outside agency could be made for recommendations and further advice. The SENCO works closely with Wigan Schools Targeted Education Support Service (TESS) Team. A Link Teacher comes into school regularly to meet with the SENCO, we also have a Camhs link worker who comes into school on a regular basis. They are also available to work with children and parents to offer experienced and invaluable advice and support. For any children requiring more specialised support, a referral will be made by the SENCO (with agreement from parents/carers) to the appropriate external agency. Where concerns remain, despite sustained intervention, the school will consider requesting a statutory assessment. Parents will be fully consulted at each stage. The school also recognises that parents have a right to request a statutory assessment.

Each year, a summary report is produced by the SENCO outlining the support offered to all children with Special Educational Needs and the progress made by these children. This report is submitted to the school governors.

How does the school adapt its curriculum and learning environment for pupils with SEND?

Through 'Quality First Teaching', St John's Mosley Common provides a curriculum that meets the needs of all children. All lessons offer both the support and the challenge that is necessary for all children to learn. When a child is identified as having additional needs, they will be supported through additional differentiation which can be in the form of the work that is set, resources, time, additional support, intervention or changes to the classroom environment.

Visual timetables support all children through the day with individuals who require it having a further personalised visual timetables/now and next cards. Quiet areas and Sensory breaks are used to support those children with sensory sensitivities or social, emotional difficulties.

Our school Christian values teach our children to be respectful towards one another and to value each other regardless of any additional or complex needs they may have.

Who coordinates SEND provision in school?

The SEND team (contact on 0161 790 2195 with any questions/concerns) in school is:
SEND Coordinator (SENCO): Mrs Caroline Gore.

Family welfare and Attendance Officer: Mrs Nicola Rigby

1:1 Support Staff: Mrs Janis Corrigan, Mrs Sharon O'Brien

Designated Governor for SEND: Dr Mike Stuckey

Responsibility for managing Pupil Premium: Miss Andrea Heaton

Designated Teacher for Safeguarding Pupils: Miss Andrea Heaton, Mrs Kirsty Owen (maternity leave), Mrs Nicola Rigby and Mrs Caroline Gore.

What support will there be for my child's overall well-being?

Staff in school are readily available to children who wish to discuss any issues or concerns. We also have a school counsellor who visits school on a fortnightly basis. All staff are trained in child protection and are responsible for ensuring your child's safety and well-being.

In class, we use Jigsaw to respond to the children's needs and to ensure that each child is listened to. St John's Mosley Common also has a strong School Council who act as the pupil voice.

Many different clubs are on offer throughout the year, to appeal to a range of ages, needs and abilities. All children are actively encouraged to take part in these extra-curricular activities.

If a child has a medical or personal need, a detailed Health Care Plan is compiled by the parents and teacher. These Health Care Plans are shared with all staff who are involved with the child.

Where necessary, and with the agreement of the head teacher, medicines can be administered in school with the completion of a signed medical consent form.

What specialist services and expertise are available at or accessed by the school?

The school SENCO has been awarded the National SENCO Qualification and we have access to a number of external agencies when specialist advice and support is required, including:

- Educational Psychology Service
- Targeted Educational Support Service (TESS)
- Speech and Language Therapy Service (SALT)
- Occupational Health
- Schools Outreach Service
- Schools Inreach Service
- Behaviour Support
- Child and Adolescent Mental Health Service (CAMHS)

- School counsellor

How are the staff trained to support children with SEND?

At St John's Mosley Common, we are constantly reviewing our knowledge and expertise to ensure that we are able to fully support all of our children. Some of the training undertaken includes:

- Regular and up-to-date training from the Health Service regarding key medical issues
- First Aid Training
- Child Protection & Safeguarding Training
- Outreach Support Training
- Sounds Write (phonics intervention programme)
- Autism awareness Training
 - Dyslexia awareness Training
 - De-escalation Training
- Team Teach Training
- PREVENT Training
- Occupational Therapy Training
- National SENCO Qualification
- Diabetes Training

In addition to this, the school SENCo offers training to staff re: IEPs and new developments within SEND, as well as organising on-going training according to the needs of the staff and the children in school, through either the TESS Team or the Educational Psychology Service.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are made available to all children. Thorough risk assessments are carried out before any trip or activity outside the classroom, allowing for any necessary amendments to be made and staff numbers to be planned for according to the needs of the child (children).

How accessible is the school environment?

St John's Mosley Common is on one level. Toilets are available within the school which can accommodate wheelchairs and support children with a disability. We are happy to discuss individual access arrangements.

How will the school prepare and support my child to join the school or to transfer to a new school?

As a school we implement many strategies to ensure that the transition of all pupils is as successful as possible:

- Opportunity for the child (with their parents/carers) to visit the school prior to joining
- Discussions between the previous and receiving school regarding the child's needs
- Transition days where pupils spend time with their new class and teacher
- Meeting with SENCo and/or Foundation Stage Leader and the Early Year's setting from which the child is transferring.
- Y6 - Y7 transition involves an in-depth discussion and sharing of information between the SENCo, the TESS teacher, class teacher and 1-1 TA and the receiving school.
- Y6 - Y7 enhanced transition available for any children identified as needing further time or support in their new school.
- For pupils who have more specialised needs, a separate meeting may be arranged between school staff, parents/carers, the child (where appropriate) and the receiving school.

How are the school's resources allocated and matched to children's special educational needs?

The school budget includes money for supporting children with SEND. The budget for SEND is decided through consultation between the head teacher and the school governors. This budget is used to ensure that sufficient numbers of school staff are employed and trained to support your child, to purchase any specialist equipment, and to provide additional support or resources dependent on the child's needs.

How are parents involved in the school? How can I be involved?

At St John's Mosley Common, we value the support of our parents and recognise that this plays a crucial part in school life. We consult parents annually through our questionnaire. We aim to invite parents into school for both formal and informal meetings, including coffee mornings, Parent's Evenings and Curriculum Meetings. In addition to this, our school governing body consists of parent representatives.

Who can I contact for further information?

If you wish to discuss your child's educational needs, please initially contact your child's class teacher. Should you decide that you require any further support, please contact the Senior Leadership Team or the school SENCo (Mrs Caroline Gore) who will be happy to discuss any concerns or issues that you may have. Contact number for school is 0161 790 2195.

Parental Feedback quotes (2018):

"We would like to compliment the staff on their treatment of the children with special needs. Our son is included in all activities and encouraged to reach his full potential."

"The wonderful nurturing environment has ensured our son has made great progress. The patience of the staff and dedication to the children is second to none."

Where is the Local Authority's Local Offer published?

Please use the link below to view Wigan's Local Offer.



The Autism Pathway and Service work with schools, teachers and parents to help support children with a diagnosis of Autism Spectrum Condition (ASC), you will find further information at the link below:

<https://www.wigan.gov.uk/Business/Professionals/Educational-support/ASC-Pathway-Service.aspx>

Or if you prefer to speak to someone please call Wigan SENDS team on 01942 486136.