



# SEND Information Report

2023- 2024

## Introduction

Welcome to our special educational needs and disability information report which provides information for parents and carers about how pupils with Special Educational Needs and Disabilities are supported at Jesson's C of E Primary School. Its aim is to answer any questions that you may have about Special Educational Needs and or Disabilities.

Jesson's is a larger than the average mainstream primary school. At Jesson's we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with Special Educational Needs and or Disabilities are the same as those for all children.

Our Special Educational Needs Coordinators (SENCOs), Mrs Smith and Miss Czerepaninec work closely with parents, class teachers and professionals to identify and support pupils with Special Educational Needs and or a Disability.

Our Special Educational Needs and Disability information report is part of Dudley's Local Offer for Learners with Special Educational Needs and Disability (SEND). Dudley's Local Offer provides information about the services and support for children with SEND from birth to twenty- five years of age. Please click on the link below to access Dudley's Local Offer:

<https://www.dudley.gov.uk/localoffer>

Jesson's also has a Special Educational Needs and Disability policy which can be found on the school website.

We have tried to answer some questions that you may have about Special Educational Needs and Disabilities at Jesson's as part of this information report, please see below:

### How do we identify if a pupil has a special educational need or disability?

At different times in their school career, a child or young person may have a special educational need. At Jesson's we use the Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015 definition which states that:

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (DfE, 2015, p. 94).*

'This can be characterised by progress which:

- 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' (DfE, 2015, p. 95).

We are also mindful that learners can fall behind at school for lots of reasons. They may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn. English may not be their first language, or they may be worried about different things that distract them from learning. We are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not making progress, we will intervene. However, this does not mean that all vulnerable learners have a Special Educational Need and or Disability.

Only those with a learning difficulty that requires special educational provision will be identified as having SEND. At Jesson's we ensure that the assessment of educational needs is a partnership between the learner, their parents, staff, and other professionals. If you think your child may have a Special Educational Need and or Disability, please speak to your child's class teacher or our SENCOs.

## What special educational needs or disabilities does the school provide support for?

If a learner is identified as having SEND, we will provide provision that is 'different from or additional to that normally available to pupils of the same age' to overcome any barriers to learning (DfE, 2015, p. 94).

Pupils with Special Educational Needs and or a Disability may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

School may then implement additional support to help pupils who have needs in one or more of the above areas.

## How are pupils with special educational needs and disabilities assessed and their progress evaluated?

The SENCOs will closely monitor the progress of pupils with Special Educational Needs and Disabilities to ensure that these pupils are making progress and achieving their outcomes. At Jesson's we follow a four-part cycle, known as the graduated approach, to identify pupils who may need additional support. This approach ensures that actions are revisited, refined, and revised, leading to a growing understanding of the pupil's needs. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at a classroom level. Teachers formally assess and review pupil progress each term and add this to the whole school data tracker. The Senior Leadership team also hold regular pupil progress meetings with class teachers to review this data and identify additional support where necessary. Class teachers will also discuss any concerns with the school SENCOs about pupil progress and where a potential special educational need is identified, this process becomes increasingly personalised. Class teachers will then implement interventions where necessary as part of the graduated approach and feedback to the SENCOs.

Some pupils may also be referred to an external agency if progress has not been made following the graduated approach. Parental consent will be gained before pupils are referred to external agencies. These agencies may include:

- Dudley Learning Support Service
- Dudley Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- The Hearing Impairment Service
- The Visual Impairment Service
- The Physical Impairment & Medical Inclusion Service
- Integrated Early Years Service
- Sycamore Behaviour Support Service
- Autism Outreach Service
- The Rapport Project- counselling service
- Child and Mental Health Service (CAMHs)

Following a referral, a programme of support is usually created, detailing appropriate support.

## How do we work with parents and involve them in their child's education?

All parents are regularly informed about their child's progress. Parents are invited to attend parent's evenings which provide opportunities for parents and carers to discuss progress, attainment and next steps. A school report is also sent home at the end of each academic year. In addition to this, reviews take place at regular intervals for pupils on the special educational needs register. Parents are invited to attend and contribute to these review meetings so that we can all work collaboratively. These meetings might also be attended by the class teacher, a teaching assistant, an Educational Psychologist, a specialist teacher from the Learning Support Service or a speech and language therapist. Parent's views are also shared as part of an Education, Health and Care Plan (EHCP) application and yearly as part of the annual review process. Parents are also encouraged to contact the school throughout the year if there is anything they would like to discuss.

## How do we work with pupils and involve them in their education?

Pupils' views are regularly shared throughout the year informally during interventions and when in class. Their views are also shared more formally during Education, Health and Care Plan (EHCP) applications and during their yearly review at the annual review meetings. Pupils are encouraged to attend their annual review and share their views, or they may choose to share their views beforehand with a familiar adult.

## How are pupils with special educational needs and disabilities taught?

All teachers are teachers of pupils with special educational needs. All staff have high expectations of all pupils, including those with special educational needs. Once a special educational need is identified, teachers plan their lessons to ensure appropriate support.

Adaptive teaching may consist of:

- Scaffolding
- Modelling
- Multi-sensory teaching
- Questioning
- Practical and visual resources
- Positive behaviour rewards systems
- Specialist equipment for students where appropriate
- Additional support in lessons where necessary (co-ordinated by the class teacher).

This ensures that there are no barriers to learning and guarantees that pupils with special educational needs and disabilities can study the full National Curriculum.

### What additional support is available?

Some pupils may also receive interventions additional to quality first teaching. These are used to overcome any barriers to learning and to further support pupils. Your child's class teacher will identify if your child may benefit from additional interventions. These interventions are often carried out by a qualified teacher or a trained teaching assistant. They are implemented for a short period of time and are designed to reduce any gaps in learning when quality first teaching has been unsuccessful. Some of the interventions which may be used to support your child include:

- Precision Teaching
- Boosting Reading at Primary (BR@P)
- Fischer Family Trust
- Phonic interventions
- Reading interventions
- Toe by Toe
- Maths interventions
- Independent Learning Unit placements (ILU)
- Peripatetic teaching from a specialist teacher
- Speech and language interventions

- Social groups
- The Learning Centre (TLC) provision
- Nurture Group provision

## How does the school evaluate the effectiveness of SEND provision?

SEND provision is evaluated as part of the progress that pupils make. This is done through the school's data tracking system as well as an analysis of pupil's progress towards their individual targets. The school's leadership team regularly monitor the effectiveness of provision at Jesson's through teacher observations and when monitoring the children's books. The school's Governors, The Local Authority and Ofsted also monitor the effectiveness of SEND provision at Jesson's as part of an evaluation of the effectiveness of the school as a whole.

## What support is available for pupils with social, emotional and mental health (SEMH) needs?

Our Mental Health Lead/ Pastoral Team work closely with our SENCo and staff to identify pupils who may be struggling with social, emotional and mental health difficulties. The pastoral team will then provide additional support where necessary for individual pupils. Support is also available from Educational Psychology and the Rapport Counselling for individual pupils. Our new Nurture Group provision is also available to support any pupils who may benefit from social and emotional support to remove any barriers to learning.

## How do we support Children in Care?

Mrs Smith is the Designated Teacher for Children in Care (CiC). She will work alongside the class teachers to help identify if any Children in Care require further support. Additional support may take the form of extra learning interventions or emotional support including

Nurture provision, counselling and access to a key adult. All children who are in care have a Personal Education Plan (PEP) which is regularly reviewed each term to ensure that they are receiving the necessary support and are achieving their individual targets.

## How do we support pupils with disabilities?

At Jesson's, all pupils with Special Educational Needs and Disabilities have the same opportunity to access the curriculum and extra-curricular activities as pupils who do not have these needs. We are committed to making reasonable adjustments to ensure participation for all, as part of the Equality Act, 2010. This ensures that pupils who have needs are treated the same if not more reasonably than pupils who do not have needs. We are also committed to providing physical equipment which includes access to disabled toilets, ramps in some areas, foot boxes, writing slopes, coloured overlays, and magnifiers etc. where necessary. We also work closely with the Physical Impairment Medical Inclusion Service (PIMIS) to ensure that all pupils' needs are met, and appropriate provision is put in place.

As part of this process, we undertake thorough risk assessments of pupil's needs to keep them safe in school and whilst on external visits. This helps to ensure that they can access the same activities as the other children. In the unlikely event that an activity is considered unsafe for a student then alternative activities will be provided for all pupils.

## How do we fund support for pupils with special educational needs and disabilities?

The budget for pupils with Special Educational Needs and Disabilities is allocated each financial year. The funding is used to provide additional staffing, resources, and training. Funding is also used to purchase specialist support from the local authority and other professional agencies. Jesson's C of E Primary School commissions support from:

- Dudley Learning Support Service
- Dudley Educational Psychologist Service
- Rapport Counselling



## How are the staff trained to support children with special educational needs and disabilities?

Class teachers and support staff receive regular training to support pupils with Special Educational Needs. The SENCos will keep a record of the training that has been received and will regularly review this to identify any gaps. These gaps are promptly addressed and training may be provided externally if the expertise is not available within school.

All staff/ some staff have received recent training in Precision Teaching, Emotion Coaching, Restorative Practice, Makaton, Nurture Groups, Safer People Handling, Autism, phonics, behaviour de-escalation as well as regular special educational needs update training. Some of the teaching assistants have also received specific intervention training which includes Boosting Reading @ Primary (BR@P), Fischer Family Trust (FFT), Get Moving and Speech and Language.

Mrs Smith has also completed the National Award for Special Educational Needs Co-ordination and receives regular updates at the SEND network meetings.

## How do we support and prepare pupils for the next step?

Transition is a part of life for all learners. This can be a transition to a new class, having a new teacher or moving on to another school. Jesson's is committed to working with children, families, and other providers to ensure that positive transitions occur. Planning for transition is a part of our provision for all learners with Special Educational Needs and or Disabilities. When moving classes, information about all learners is shared with the new class teacher. When transitioning to a new school or secondary school information is shared and discussed with the new setting.

## What to do if I have concerns?

As a school we believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, families, pupils and other agencies. We aim to foster good working relationships with all these groups, especially parents.

An appointment can be made with the SENCos or the Head Teacher if you have any concerns or complaints regarding your child's special educational needs. They will make every effort to resolve the issue.

Independent support for parents and young people is also available from the Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). They can be contacted on: 01384 817373

**We hope that you have found this report useful. Please contact us if you have further questions about the Special Educational Needs and/ or disability provision at Jesson's Church of England Primary School.**