

# SJF SEND



## SPECIAL EDUCATION AND DISABILITIES REPORT 2021 - 2022

1	<p><b>What kinds of special education needs are provided for?</b></p>	<p>Currently we provide for children with a diagnosis of Autism, Hearing impairment, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Mental Health difficulties, Learning difficulties, physical disabilities, Developmental Coordination Disorder, Emotional &amp; Behavioural difficulties and Communication difficulties. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.</p>
2	<p><b>How does the school identify children with special educational needs?</b></p>	<p>Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc as appropriate to the child. Concerns from parents are discussed and recorded and the child monitored further by the SENDCo following the graduated response approach. All parental concerns are acted upon. Some children arrive at St John Fisher Primary School with their SEN needs already identified from their previous setting.</p> <p>Our named SENDCo is Mrs Ivana Hadfield (0114 2485009).</p>
3	<p><b>How many children with SEND in school?</b></p>	<ul style="list-style-type: none"> <li>• SEND Support – currently <b>12</b> children with SEND Support status</li> <li>• Education, Health and Care Plan – currently <b>2</b> children with an EHCP in school</li> </ul>
4	<p><b>What are the arrangements for consulting parents and carers of children with SEND and involving them in their child's education?</b></p>	<ul style="list-style-type: none"> <li>• SEND Support – currently <b>12</b> children with SEND Support status</li> <li>• Education, Health and Care Plan – currently <b>2</b> children with an EHCP in school</li> </ul> <p>All children with SEN have 3 review meetings per year where we discuss with parents the progress their child has made against previous targets set and together set new targets. We strive to include parents view points and preferences when setting these targets and will put a Learner Profile or My Plan in place for individual children, where this is felt to be appropriate.</p> <p>We use One Page Profiles for some children, which include parent's views on how they would like their child to be supported, as well as the things that are important to their child. Please speak to your school's SENDCo if you feel that a Learner Profile, 'My Plan' or a One Page Profile may suit your child.</p> <p>All parents have additional parent's consultation times through the year and are welcome in school at any time to discuss their child.</p>
5	<p><b>What are the arrangements for consulting young people with SEN and involving them in their education?</b></p>	<p>We use pupil-friendly support plans throughout the Family of Schools which are shared with parent/carers so they are informed about everything being done to support their children to meet their targets, and who will deliver the support.</p> <p>Pupils' views are collected on the review notes, and on a One Page Profile if this is an appropriate tool for the child.</p>



<p><b>6</b> What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>We follow the graduated response (as detailed in the SEN policy 2018) where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEN support as determined by their progress. We use the Sheffield Support Grid to help us ensure that we are doing everything that we need to for an individual child.</p>
<p><b>7</b> How many children have met the exit criteria and no longer need this support?</p>	<p>SEN is a very transient state; some children may need support for their entire time at St John Fisher Primary School. Some may make good progress so that their attainments are in line with their peers and no longer require SEN support. We will always liaise with parents to decide whether SEN is to be continued.</p>
<p><b>8</b> What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?</p>	<p>Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. For learners with SEND the SENDCo will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs.</p> <p>If appropriate, school staff will meet with outside agencies that are involved with the learner. Learners are prepared to move onto secondary school, meetings with the relevant secondary school SENDCos are arranged and the children are discussed in detail.</p> <p>Children will also have the opportunity to attend additional transition sessions at their chosen school. Our Learning Mentor will accompany the children if the parents or pupil requests this.</p>
<p><b>9</b> What is the approach to teaching children with SEND?</p>	<p>We strive to be as inclusive as possible at St John Fisher Primary School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEND can access.</p> <p>Differentiation, where the learning is adapted to meet every learners needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning.</p> <p>Some children with SEND receive learning through interventions and this can be ongoing or for a block of support. Class teachers and teaching assistants are involved in the SEN reviews and feed their opinions into the outcomes set for each child.</p>
<p><b>10</b> What adaptations are made to the curriculum and learning environment of children with SEND?</p>	<p>The SENDCo and class teacher, together with parents/carers, plan the education programme for the learner with SEND, following the advice and recommendations from any supporting partner agencies and with reference to the Sheffield Support Grid (click <a href="#">here</a>).</p> <p>These programmes are overseen by the Headteacher. The programmes are closely monitored and updated as necessary. The school ensures that all lessons are differentiated appropriately so that the curriculum meets the needs of all learners with SEND.</p>



		We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. fine motor skills group, gross motor skills group, nurture groups or booster interventions in literacy and numeracy.
11	<b>How does school ensure that staff have the relevant training to support children with SEND?</b>	The Westfield Family of Schools ensures that all staff have access to a variety of training over each school year and will share expertise through the Family of Schools when needed. The Family of Schools SENDCo group plan this training around the changing needs of the children that we have in our schools. We invite specialists in to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.
12	<b>How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?</b>	Annual parent questionnaires are completed to gather views from all parents. Feedback is taken at SEND review meetings from parents and learners. We refer closely to the Sheffield Support Grid that is now in place to ensure that we are doing everything expected for individual pupils (click <a href="#">here</a> ).  The Leadership and Management Team and Governors monitor performance through pupils progress meetings and reports to set targets for performance.
13	<b>How do you ensure learners with SEND are included in non-classroom based activities?</b>	Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included. Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary. Physical adaptations to ensure inclusion of learners with SEND will be included, where appropriate.
14	<b>What support is available for improving social and emotional development?</b>	Mr Smith, our Learning Mentor, will work with groups of children on Zones of Regulation Programme and Mighty Minds Programme which are excellent interventions for the prevention and treatment of anxiety and depression in children. He works with children both one to one and in small groups.  School assemblies also cover a broad range of aspects supporting children's social and emotional development. In addition to this, school raises awareness through themed weeks such as Be Happy Be Safe week and school events supporting various charities such as CAFOD and Children In Need.  Where a child requires a higher level of support than this school will plan a programme of support written around an individual child's needs.
15	<b>How does the school involve other agencies in meeting children's SEN and supporting their families?</b>	Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Multi Agency Support Team (MAST) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.
16	<b>How can I find out about what Sheffield's Local Offer?</b>	Our school will cooperate generally with the local authority and local partners in the development and review of the local offer. This can be found by searching for the school.

