

SJF SEND

SPECIAL EDUCATION AND DISABILITIES REPORT 2023-2024



1 What kinds of special education needs are provided for?

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 & Behavioural difficulties, communication difficulties and hearing impairment. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.

2 How does the school identify children with special educational needs?

Identification of a child with Special Educational Needs and Disability (SEND) is made through ongoing class observations (as part of their quality first teaching), pupil progress meetings (which are held with the School Leadership Team every term) and the use of the Sheffield Special Educational Needs and Disability Support Grid (SSGe) which provides a guide for identification of SEND provision. From this, children needing provision additional to, or different from, that generally made for others at the same age is considered to need SEND support.

Teachers who have concerns complete an initial concern form and record information about the child's strengths, needs and difficulties in consultation with the SENDCo. This information is used to determine next steps; that is continued support through high quality teaching or the need to access SEND support.

Parents should inform the class teacher if they have concerns about their child. Referrals are made to outside agencies (with parental consent) if consultancy, guidance and advice is needed, these include Early Years support, Learning support, Educational Psychologist, Autism Team, Speech and Language and Family Intervention Service (formerly MAST-Multi Agency Support Team). Parents wishing to pursue a Ryegate or CAMHS (Child and Adolescent Mental Health Service) referral need to contact their own GP.

All parent/carer concerns are acted upon. Some children arrive at school with their SEND needs already identified from their previous setting.

Our named SENDCo is Mrs Ivana Hadfield (0114 2485009).

3 How many children with SEND in school?

Currently, we have

- **24** children with **SEND Support Status**
- **11** of these 24 pupils have **Extended Support Plans** (formally 'My Plans')
- **6** pupils have **Learner Profiles** and **Support Plans**
- **4** children have **Education, Health and Care Plans**

A further **10** children are also being monitored for their potential SEND.



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4 What are the arrangements for consulting parents and carers of children with SEND and involving them in their child's education?

Primarily, all parents and carers are invited to attend a parent's evening twice yearly to discuss their child's education/ SEND needs with the class teacher.

For those children who are requiring a higher level of monitoring and SEND support, a separate review meeting will be held 3 times per year, involving Parents/Carers, Class Teacher, Teaching Assistants, pupils, SENDCo and anyone else involved with the child's education, will also be invited. Outcomes and provision set out in the child's support plan are discussed at these meetings, this is all part of the Assess, Plan, Do and Review process. Parents are sent minutes from the review meetings prior to the next SEND Review point.

Parents also have the opportunity to send in information to support the development of their child's Learner Profile/1 Page Profile and to provide their thoughts relating to their child's progress and well-being. Parents views are central to any planning regarding their children and their views are also sought at the beginning of each review meeting.

A child at SEND Support will have Learner Profile/Support Plan or an Extended Support Plan set up (previously known as a 'My Plan').

Children with an Education Health and Care Plan will also have an Extended Support plan set up using information from their EHCP; this will include shorter term outcomes and steps to meet these. The support plan will also be reviewed at the 3 yearly SEND Review meetings. In addition to this they will have an Annual Review meeting to discuss the progress they are making towards the longer term outcomes from their EHCP with amendments being made if necessary.

All parents are welcome in school at any time to discuss their child and every effort will be made to support parents who have additional needs and requirements e.g. those with EAL who require interpreters or those requiring an advocate.

5 What are the arrangements for consulting young people with SEN and involving them in their education?

A pupil's voice is an intrinsic part of the review process. A learner profile is developed jointly between the child, parents and staff so that all those who work with a child can have a better understanding of them. Additionally children's views are gained prior to each review through structured conversations with familiar staff and parents wherever possible. Children's views are shared within the meeting and are considered in decisions made about outcomes and provision. Where appropriate pupils may be invited to part or all of the meeting.

6 What are the arrangements for assessing and reviewing children's progress towards outcomes?

We follow the graduated response (as detailed in the SEND policy) where we assess, plan, do and review the programmes of individual children - increasing or decreasing the SEN support as determined by their progress.

Progress towards outcomes is assessed at every SEND review point in line with SEND Review meetings.

The termly review process allows for school, parent and child views to be gathered and allows for all stakeholders to discuss successes together. If it is felt that a child's need is escalating or that they require additional provision, we follow the Local



6 What are the arrangements for assessing and reviewing children's progress towards outcomes? (cont.)

Authority SEND processes – these include panels of SEND professionals who will consult on and quality assess My Plans with a view to changing provision or requesting an assessment for an EHCP

The progress of every child will be continually monitored by his/her class teacher. An assessment tool called Birmingham Toolkit is used by their class teacher, this shows their attainment in more detail, breaking down learning into smaller steps. We use the Sheffield Support Grid to help us ensure the necessary provision is in place and to support reviewing a child's needs.

7 How many children have met the exit criteria and no longer need this support?

SEND is a transient state. Some children will need support for their entire time with us and some will make progress that brings their attainment in line with peers meaning that they no longer need the same, or any, SEND support. We will always liaise with parents in deciding whether the SEND support offered to their children needs to remain the same, to change or whether it can be removed all together.

8 What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?

Learners who are offered places in 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. If appropriate staff will meet with outside agencies that are involved with the learner.

We support children in making a smooth transition when they move on to another school by meeting with staff to discuss the child's strengths and needs with the new school. We also forward all plans, reports and information needed to help support the child. Secondary school staff will be invited to Year 6 annual review meetings (for children with EHC Plans). Children will also have the opportunity to attend additional transition sessions at their chosen school. Our Inclusion & Learning Mentor will accompany the children if the parents or pupil requests this.

9 What is the approach to teaching children with SEND?

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. The school promotes high quality first teaching, the use of teaching assistants, interventions and an inclusive learning environment for all.

Teachers have high expectations of all pupils in their class. All teaching is built on what individual children already know, can do and understand. Different ways of teaching are in place, so every child is fully involved in learning in class. This may involve a more practical way of learning. Individual strategies and specialist equipment may also be used to ensure full inclusion is achieved.

Learning is adapted to meet every learner's needs, and this can be done in a variety of ways, including providing an increased level of or a different type of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning and on the child's support plan. The Birmingham Toolkit are used across school to more clearly support



assessment, tracking and the identification of appropriate strategies and support for children with SEND.

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 and targets set for each child.

10 What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?

The SENDCo and class teachers, together with parents/carers, will plan the education and support programme for the child with SEND, based on advice or recommendations from partner agencies, where appropriate, and with reference to the Sheffield Support Grid (SSG) - click [here](#).

The curriculum is adapted to meet the needs of all our pupils through quality first teaching. Learning environments are stimulating and relevant to the current topic in each class as well as providing areas for individual needs and resources to support all children's access to the curriculum e.g. visual timetables, word banks, sensory breaks. Some areas have been developed to cater for individual children's needs such as quiet dens, sensory rooms and individual work stations. Interventions, support and strategies are identified to support children to work towards and achieve their individual targets and outcomes. Advice from specialist staff and outside agencies is sought and incorporated into the provision provided for individual children where appropriate.

11 How does school ensure that staff have the relevant training to support children with SEND?

Staff SEND training takes place across the year in the form of in-service training (INSET) days, professional development meetings (PDMs); training for specific staff; and regular updates in staff briefings (three mornings per week). These cover (and have covered) various important issues including:

- ✓ the Birmingham Tool Kit
- ✓ the Sheffield Support Grid
- ✓ sensory difficulties
- ✓ understanding neurodiversity
- ✓ the benefits of outdoor learning
- ✓ 'Word Aware' (Speech and Language)
- ✓ our whole-school approach to Zones of Regulation
- ✓ Trauma Informed Schools UK
- ✓ training around adverse childhood experiences (ACEs)
- ✓ 'Positive Regard'
- ✓ child-centred approaches
- ✓ the role of pupil voice
- ✓ assessment and the recording of outcomes/writing support plans

Recently staff have also benefited from updated training to support our strategies for phonics and boosting reading and writing as part of targeted interventions.

Individual staff have also attended various training sessions on these areas: Word Aware as an intervention, fine motor skills, dyslexia, autism, PDA, Lego Therapy, Attention Autism social stories, Understanding Emotional School Based Avoidance,



11 How does school ensure that staff have the relevant training to support children with SEND?

Mighty Minds training. Two members of staff have accessed the 10 day Diploma in Trauma Informed Schools Training and are accredited Trauma Informed practitioners. Healthy Minds Training, Meeting the Millennial Need Child-Trauma Informed Approaches, SEND Assessment Toolkit, Sensory Circuits. Autism Conference, 1 day training. All TAs training on the Role of the TA.

We have members of staff who are trained in the administration of medicines and the provision of personal care. Staff also work closely with outside agencies to develop practice within the school. Meetings are held with outside agencies e.g. Educational Psychologist, Hearing Impaired Service and the Speech and Language service to review and plan visits and assessments.

12 How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?

We evaluate the effectiveness of SEND provision with all those involved with the child in a number of ways, for example:

- ✓ annual parent/carer questionnaires
- ✓ feedback provided by parents/carers during meetings or through a process
- ✓ reference to the Sheffield Support Grid to ensure that appropriate support is in place for individual pupils
- ✓ using progress tracking data and the Birmingham Toolkit to identify ongoing needs and next steps in learning
- ✓ the routine sharing of concerns, ideas, information and updates regarding individual SEND children information between senior leaders, class teachers and support staff share via morning briefings, CPOMS, formal Pupil Progress Review (PPR) and other meetings (as part of the SJF Assessment Cycle)
- ✓ the specific monitoring pupil performance by key subject leaders, the LMT and Governors at each assessment point in PPRs and through ongoing observations, pupil conferencing, work scrutinies and curriculum walks, in order to understand and respond to issues and needs to support the ongoing progress and performance of SEND pupils
- ✓ through referrals made to external agencies, implementing advice from discussions and reports received
- ✓ Termly meetings with the SEND Link-Governor
- ✓ LMT accessing the 'WE SEND' project - completing a questionnaire to evaluate SJF SEND provision and develop an action plan to address development areas

13 How do you ensure learners with SEND are included in non-classroom based activities?

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 What support is available for improving social and emotional development?

We currently have a Mental Health Support Team in place made up of the Learning Mentor, SENDCo, Primary Mental Health Link Worker and an Education Mental Health Practitioner. All work together to support initiatives in school including Healthy Minds Champions, whole school, class and small group support.



14 What support is available for improving social and emotional development?

Individual children are also referred for one to one support over a 6 week period with our Education Mental Health Worker.

Our Learning Mentor, will work with 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. They will work with children both one to one and in small groups.

The use of 'Zones of Regulation' is used consistently across school both as a whole class tool to support well-being and as a specific intervention tool for individuals.

School has adopted the TISUK program all staff have received training through external providers and through the Senior Leadership Team in staff meetings. The strategies from these continue to be embedded across school to provide a whole school approach. To further support this staff have also accessed Positive Regard whole school inset and 'Meeting the Millennial Need Child' has also been attended by the SENDCo and Learning Mentor, this will form part of further training for the whole staff meetings and inset.

We currently have two members of staff who have completed the complete 10-day Trauma Informed School UK practitioner training.

15 How does school refer children for EHCPs?

Where school or parents feel the need for a statutory assessment an EHCP can be applied for through the Local Authority. The school submit a request to asses application which is initially discussed and moderated at Locality D stage 1 panel. Once moderated and agreed this then passes to the Locality D Stage 2 panel. Here it is further discussed and moderated and if agreed passes to the local authority for the formal Agree to Asses process to begin.

Parents can make their own application for an EHCP. However, where possible, the above should be the recommended route.

For more information please contact:
The SEND Assessment and Placement Team
Sheffield City Council North Wing, Level 5
Moorfoot Building
Sheffield S1 4PL
 Email: ed-SENDsupportteam@sheffield.gov.uk

16 How does the school involve other agencies in meeting children's SEN and supporting their families?

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.



17 What are the arrangements for the admission for disabled pupils?

St John Fisher Primary – A Catholic Voluntary Academy will ensure it meets its duties under the **Schools Admissions Code of Practice** by:

- not refusing admission for a child that has named the school in their EHCP
- adopting fair practices and arrangements in accordance with the Schools Admission Code of Practice for the admission of children without an EHCP
- considering applications from parents of children who have SEND but do not have an EHCP
- not refusing admission to a child who has SEND but does not have an EHCP because the current school does not feel able to cater for those needs
- not refusing admission to a child on the grounds that they do not have an EHCP
- where a disabled child is admitted, the school liaises with all external agencies and professionals to gather information and if necessary have pre-admission meetings so the needs of the child, including any reasonable adjustments that would need to be made, can be discussed

18 What steps are taken to prevent disabled pupils from being treated less favourably than others?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the **Equality Act 2010**.

Some pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the **SEND Code of Practice (2015)** is followed.

Further information about the arrangements in place in school to support pupils with medical conditions can be found in the separate policy for this.

How accessible is the school environment? As a school we are happy to discuss and explore individual access requirements.

19 How can I find out about what Sheffield’s Local Offer?

If you have any queries regarding concerns over your child’s education, the first point of contact would be the class teacher. Following on from that a discussion can be arranged with a member of the SEND team. Details for the SEND team can be found above.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education’s website by clicking [here](#) (hover the mouse cursor, at the same time as holding Ctrl button). For further information about the authority’s local offer please click [here](#) (hover the mouse cursor, at the same time as holding Ctrl button).

For independent SEND information and advice please contact:
 Sheffield SEND Disability Information, Advice and Support (prev. Parent Partnership Service)
 Floor 4, Redvers House, Union Street, Sheffield. S1 2JQ.
 Email: disabilityinformationservices@sheffield.gov.uk

