

## **St John Fisher SEND Information Report**

### **1. What should I do if I think my child has special educational needs and or a disability (SEND)?**

- Initially concerns should be discussed with your child's Class Teacher.
- If you have further concerns or would like to discuss any points further then contact Miss Chris Kiernan (SENDCo).

### **2. How will the school respond to my concern?**

- We will listen to your concerns and discuss with you our observations.
- We will work together with you to decide on a plan or action.
- A further meeting may then be arranged within a few weeks to discuss outcomes.
- If concerns still remain the Special Needs Co-ordinator (SENDCo) will be informed and if appropriate and agreed with you, your child may be placed on the Special Needs register.
- A plan will be put together and your child's individual targets will reflect agreed steps. These will be shared with your child, you and supporting adults.
- The plan will be reviewed termly.
- If concerns remain, advice may be sought from specialist outside agencies.

### **3. How will the school decide if my child needs extra support?**

Decisions would be made based on both formal and informal methods including:

- Adult observations over a period of time (by the class teacher, teaching assistants, midday supervisor)
- Assessment data (collected and analysed 5 times per year)
- Pupil discussions – do they find something challenging? (this could be academic, communication, social, emotional, behavioural or physical)
- Parent discussions (as detailed in the section above)

#### **4. What will school do to support my child?**

Ultimately, your child's targets will be set and their progress monitored by the class teacher, however they may take part in specific interventions and receive support from Teaching Assistants, other teachers or specialist outside agencies.

The process of providing support is:

**Assess, Plan, Do, Review** - this is called the '*graduated approach*'



**REVIEW**

Targets will be usually be reviewed at least 3 times a year with pupils and parents/carers (at parents evenings/IEP review sessions). Please feel free to contact your child's class teacher at any time. The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – ie:- is further support still required? If so do we need to increase intervention? Do we need to involve outside agency support? What are our next targets?



**DO**

Using a range of different strategies to help your child to achieve their targets.

This intervention could include:

- In class support – adult support with following instructions, completing tasks.
- Small group – may be inside or outside of the class, working on specific targets
- 1:1 support– may be in class or outside, may be used for more individualised targets, reading, spelling, etc.
- Outside Agency support – usually done on 1:1 basis with a specialist in the field

**ASSESS**

This could be through formal data collection from:

- Unaided writing
- Assessment points throughout the year
- Outside Agency assessments

Or informal from:

- Observations over time
- Agency observations
- Parental concerns and



**PLAN**

Smart (**S**pecific, **M**easurable, **A**chievable, **R**ealistic **T**argets) targets are created using information collected in the ASSESS part and a plan will be written.



Most interventions for children identified as having SEND will be managed and monitored by the SENDCo. These may include:

- Specific Intervention groups for learning, personal, social and emotional development (including Friendship Club).
- Small group/individual support on individual targets, e.g. reading and spelling keywords, number recognition, basic number facts, sentence punctuation, correct behavior for learning etc.

### **5. Who will support my child in school?**

Your Child will be supported by a various people within school, these include:

- Your Child's Class Teacher
- Teaching Assistants
- SENDCo
- Learning Mentor
- Outside Agency Support eg. Educational Psychologist
- SEND Governor

### **6. What training and experience do staff have for the additional support of my child's needs?**

Within school staff have training for:

- Safeguarding & Child Protection (all staff – please see board in school for specific Safeguarding Team)
- Team Teach (behaviour management)
- Autism awareness
- ADHD awareness
- Dyslexia awareness
- EpiPen

Our staff also have a wealth of experience in supporting children with autism, ADHD, attachment issues, Speech and Language issues, Dyslexia and Dyspraxia.

## **7. Who else might be involved in supporting my child?**

We have strong links with a range of external agencies to support your child if needed, these include:

- Educational Psychologist
- Autism Team
- Speech and Language Therapy Service
- Visual Impairment service
- Hearing Impairment service
- Collins-Donnelly Counseling Agency
- Ryegate Children's Hospital

If appropriate, we can make referrals to:

- Family support through the Early Help Assessment
- Child and Adolescent Mental Health Service (CAMHS)
- Education Psychology Service
- School Nursing Team
- MAST (Multi Agency Support Team)

## **8. What support will there be for my child's emotional and social well-being?**

Pastoral and Social Support:

- All children are valued at St John Fisher, and know that they have the right to feel 'Happy, Safe and Loved' at school.
- Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- The Learning Mentor and Special Needs Teaching Assistants (see website for names and roles) can provide guided support for those children whose emotional needs may create a barrier to their learning.
- All child protection concerns will be recorded and reported to the designated safeguarding team.

Medical Needs:

- If your child has specific medical needs then please contact either your child's class teacher or the SENDCo so appropriate plans can be put into action.
- If needed, a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child.
- If your child requires ongoing medication, within school, please contact Mrs Angela Pickering (First Aid Lead) to complete a medicine administration form.

Support for behaviour (including attendance and exclusion):

- We have a clear behaviour policy which is adhered to by all staff (please visit the appropriate section on our school website for a copy)
- School staff will keep a behaviour log to monitor concerning behaviour.
- Should concerns arise, discussions with the child, their parents/carers, class teacher and Learning Mentor will determine the type of support that may be offered.
- Your child may be referred to our Learning Mentor, who can then offer support either within the classroom or The Ark.
- If specific or repeated behavioural difficulties continue a Pastoral Support Programme (PSP) may be written, which will be reviewed at least 3 times a year.
- If behaviour issues continue, despite focused intervention, advice may be sought from outside agencies and a multi-agency meeting may be arranged to discuss next steps.
- If concerns arise regarding your child's attendance at school, you will be informed by letter and may be requested to come in for a meeting with the Learning Mentor to discuss any issues you/your child has that are causing the poor attendance. If concerns continue, the Local Authority will step in and take control of the process.

### **9. How will my child be involved in the process and be able to contribute their views?**

Your Child's views are extremely important and will be sought throughout the process.

Any children requiring sustained support through their school life (or who have significant short-term needs) will be supported to write a 'One Page Profile' detailing their likes, what people admire about them and how they want to be supported.

### **10. How will the curriculum be matched to my child's needs?**

If your child has a SEND then they will require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure they use a range of different personalised strategies to support the child's learning. These may include:

- Using ICT to record work
- Using ICT to support learning
- Using concrete apparatus
- Using talking partners (peer learning)

- Using Visual aids
- Using different groupings of children for different lessons/tasks
- Using pre learning of tasks/topics
- Using particular questioning techniques

### **11. What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?**

Your child's class teacher is the most appropriate person to contact. They will always make themselves available to discuss any specific issues at an appropriate time. Please contact them, if necessary, to arrange a mutually convenient time. Other opportunities for feedback include:

- Assessment feedback
- Parent consultations/review meetings
- General teacher feedback
- Home-school communication

### **12. How does the school know how well my child is doing?**

We carefully track all of our children's progress 5 times a year through the use of data and through observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them, including:

- Age related expectations
- Early Learning Goals – for children working within the Foundation Stage
- Standardised assessments
- Assessment for learning – within the classroom, for example, using self-assessment against targets
- Individual targets – through an personalised plan

These help to identify the areas to target and support and will be shared with you along with advice on how to move your child forward.

### **13. How will my child be included in activities outside the classroom, including school trips?**

We frequently use educational visits and residential trips (in Years 4-6) to enhance the learning in the classroom and make it 'come to life'. All children have the right to go on visits and we will ensure any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational

visit. There may be rare occasions where, as a team, you, your child's teacher and the Learning Mentor or SENDCo decide that the trip is not suitable for your child (if it will cause them undue anxiety etc.). If this is the case, alternative provision in the form of a different visit or a fun activity within school will be provided so that your child does not miss out on the education and fun experiences the visit was planned to provide.

All children have an equal right to attend our extra-curricular clubs.

#### **14. How accessible is the school environment?**

To support your child in access the school facilities we have:

- A disabled toilet suite
- Access to ICT equipment (including tablets)
- Visual timetables
- When English as an additional language (EAL), support with communication can be accessed

#### **15. How will the school prepare and support my child to join the school?**

We have links with our feeder nurseries and preschools, and to ensure a smooth transition all children starting at the age of four have visits to school in the Summer term and receive a home visit from either the FS2 class teacher or teaching assistant before they start school.

Where necessary, in addition to this we will :

- Visit nurseries to meet the children and attend review meetings
- SENDCo/Learning Mentor will meet with parents and their child
- Receive and use relevant paperwork from the nursery
- Arrange extra visits to school before the children start school
- Speak with any agencies already involved with the child, e.g. Speech and Language Therapists to discuss their targets

Transitions between year groups also involves:

- Sharing of information between class teachers (including paperwork, successful strategies)
- Class swap sessions, where your child will meet their new teacher
- Extra visits and a social story about the new class will be arranged if needed.

#### **16. How will school prepare and support my child's transfer to secondary school?**

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEND. We will support you and your child by:

- Providing a transition programme, if needed, in conjunction with the child and Parents/Carers
- Providing information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- Organising additional visits to the school if required
- Inviting the SENDCo from the secondary schools to come into school to meet with the pupils, and the SENDCo.

### **17. How will I be involved in supporting my child?**

In supporting your child we aim to work in partnership with parents and carers. Your view will regularly be sought and you will be given suggestions as to how you can help your child at home to support them with their work in school.

We often give parents:

- Ideas for games for developing memory, spellings and maths
- Useful websites and apps
- Strategies for reading, e.g. reading to your child, with your child, before they read to you
- Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- Letters to support referrals to Paediatricians

Also Parents are always encouraged to support within school through:

- Donating spare time, e.g. to listen to readers
- Sharing your own talents, e.g. art, sports, career advice
- Sharing your knowledge of your child, e.g. through review meetings, parent consultations
- Joining us to celebrate success, e.g. Celebration Assemblies

### **18. Who do I contact if I am concerned that my child is not being supported or I have a complaint?**

The first point of contact should be your child's class teacher, however if your concerns still remain you should contact the SENDCo or the Head Teacher. In the unlikely event you still have concerns you can follow our school complaints procedure which can be found on the website.

### **19. How can I access support for myself and my family?**

Useful organisations include

Organisation	Telephone	Website / Email
Sheffield Parent Carer Forum	0300 32104721	<a href="http://www.sheffieldparentcarerforum.org.uk">www.sheffieldparentcarerforum.org.uk</a>
Sheffield SEN & Disability Information, Advice and Support (SENDIAS – formerly Parent Partnership Service)	0114 2736009	<a href="mailto:ed-parent.partnership@sheffield.gov.uk">ed-parent.partnership@sheffield.gov.uk</a>
East MAST (Multi Agency Support Team)	0114 2053635	<a href="mailto:eastmast@sheffield.gov.uk">eastmast@sheffield.gov.uk</a>
Child Disability Register	0114 271 7626	<a href="http://www.sheffieldchildrens.nhs.uk/.../child-disability-register.htm">www.sheffieldchildrens.nhs.uk/.../child-disability-register.htm</a>

The Sheffield Local Offer can be found at:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannel=0>

This contains information regarding the SEN provision across the city.

## **20. Who can I contact for further information?**

If you require any further help or support, please contact:

- Your child's class teacher as a first point of contact
- Miss Kiernan (SENDCo).