



School Information Report: St. John the Evangelist R.C. Primary School

People who support children with special educational needs/ difficulties with learning at our school

School based information	Staff	Responsibilities
<p>Who should I talk to about my child's learning needs?</p>	<p>Special Educational Needs Coordinator (SENCo) – Mrs. Anita Rate</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing how they are doing ○ part of planning ahead for them. ○ Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve to their potential.

	Class Teachers	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, additional support, differentiation of learning tasks) and letting the SENCO know as necessary. • Using Pupil Passports and Class Provision Maps • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any special educational need.
	Head Teacher – Mrs. Lesley Jackson	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • Giving responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
	SEND Governor – Mrs. Margaret Edwards	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND.

How could my child get help in school?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services
- Staff who visit from outside agencies

School based information	Type of support provided	What would this mean for your child?	Who can access this kind of support?
What are the different types of support available for children with SEND in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning etc.. 	All children in school should be getting this as a part of excellent classroom practice.

		<ul style="list-style-type: none"> • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	
	<p>Specific group work with in a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher who has had training to run these groups. 	<p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.</p> <ul style="list-style-type: none"> • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>
	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups AND/OR</p>	<p>Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist</p>	<p>Children with specific barriers to learning that cannot be overcome through Quality First</p>

	<p>individual support for your child of less than 20 hours in school</p> <p>Your child has been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>input instead of or in addition to excellent class room teaching and intervention groups.</p> <ul style="list-style-type: none"> • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> o Making changes to the way your child is supported 	<p>Teaching and intervention groups.</p>
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		<p>in class e.g some individual support or changing some aspects of teaching to support them better</p> <ul style="list-style-type: none"> o Support to set better targets which will include their specific expertise o A group run by school staff under the guidance of the outside professional e.g a social skills group o A group or individual work with outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Specified Individual support for your child of more than 20 hours in school. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer.</p>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • requiring more than 20 hours of support in school

	<p>been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already provided. • After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case 	
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		<p>they will write a Statement of Special Educational Needs or an Educational Health Plan. If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The Statement or Educational Health Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
How can I let the school know I am concerned	If you have concerns about your child's progress you should speak to your child's class teacher initially.		

<p>about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO. • If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head Teacher. • If you are still not happy you can speak to the school SEND Governor.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p> <p>How will school consult with me, as a parent of a child with special educational needs?</p> <p>How will my child be involved in discussing their needs/ views?</p>	<p>When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.</p> <ul style="list-style-type: none"> • At St. John's, there are half-termly reports and then subsequently meetings between teaching staff and members of the Leadership team in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more details <ul style="list-style-type: none"> o To listen to any concerns you may have too o To plan any additional support your child may receive o To discuss with you any referrals to outside professionals to support your child's learning <p>Following this, regular meetings will take place in order to discuss the needs of the child and how things are working moving forward. The SENCO will meet with parents of children identified as having special educational needs on a termly basis to discuss how they are progressing, any outside agency support, progress and to involve parents in planning next steps. It is vital that the child in question has an input into these meetings in order to discuss their views and what is working/ not working for them.</p>
<p>How is extra support allocated to children and how do they move</p>	<p>The school budget includes money for supporting children with SEND.</p> <ul style="list-style-type: none"> • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.

<p>between the different levels?</p>	<ul style="list-style-type: none"> • The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> o the children getting extra support already o the children needing extra support o the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed.
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<p>Who are the other people providing services to children with an SEND in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy
	<p>C. Provided and paid for by the health Service but delivered in school</p>	<ul style="list-style-type: none"> • School Nurse • Occupational Therapy

<p>How are the teachers in school supported to work with children with</p>	<ul style="list-style-type: none"> • The SENCO's job is to support the teachers in planning for children with SEND.
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<p>an SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class • This school has run whole staff training about the use of additional adults in the classroom, meeting the needs of all learners.
<p>How will the teaching be adapted for my child with learning needs (SEND)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her teachers and the Leadership team. • His/her progress is reviewed formally every half-term during a pupil progress meeting with the Head Teacher and SENCo. It will be discussed at what level your child is currently working at. • If your child is not currently working on National Curriculum objectives, your child will be assessed using another scale of levels that assess attainment up to this point. The levels are called 'P levels'. • Children who have been identified as needing additional support work towards personalised targets, which are outlined on a class provision map and pupil passport. These are reviewed termly. • The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

<p>What support do we have for you as a parent of child with an SEND?</p>	<p>We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school, and where appropriate, we will provide a home-school diary to support communication between home and school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</p> <ul style="list-style-type: none"> • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs. • The SENCO will deliver informal sessions to keep you updated about any changes to SEND legislation or provision within school. This is also an opportunity to talk with other parents.
<p>How are children with special educational needs involved in planning their education?</p>	<ul style="list-style-type: none"> • Following a child being placed on the SEND register in school, regular informal/ formal meetings are scheduled with parents in order that they are involved in planning the provision for their child. Children are invited to have an input at these meetings should it be considered appropriate. • Children who have been identified as having a special educational need, will have a pupil passport. This outlines their needs, how they are best supported, what people like/admire about them, what works well and what doesn't work. The child would always work with their class teacher to discuss this and contribute to the passport.
<p>How have we made this school accessible to children with SEND? (including after school clubs etc..)</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • We ensure that the school is accessible for all children, making adjustments to the school environment as we see fit.

	<ul style="list-style-type: none"> • St. John's is an inclusive school where all children are supported with their learning, leisure time and extra-curricular activities, whether this be through staffing or differentiation within the activities children are taking part in.
<p>How will we support your child when they are leaving this school? OR moving to another class?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> o We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. o Meetings will be arranged between school and your child's new school, to which you will be invited to discuss future provision for your child. o We will make sure that all records about your child are passed on to their new school. • When moving classes in school: <ul style="list-style-type: none"> o Information about your child will be shared with their new teachers o If your child would be helped by a personalised plan for moving to another year, we will put this in place. o Your child's provision map/ pupil passport will be updated, discussed and passed on to their new class team. <p>If necessary, the SENCO will arrange additional visits to new schools for your child and may work with outside agencies to provide additional support around transition.</p>
<p>How do we work to prepare children for adult hood and independent living?</p>	<p>We work closely with our feeder secondary schools in providing additional opportunities for children before transition.</p> <p>School work very closely with Ladywood Outreach Service to provide bespoke life skills programmes for children in Upper Key Stage Two as necessary.</p>

<p>What should you do if you have a complaint?</p>	<p>Our Complaints Policy can be found either on our school website or can be accessed via the following link:</p> <p>http://www.st-johns-bromley-cross.bolton.sch.uk/parentzone/Policies/Complaints%20Policy%20September%202016.pdf</p>											
<p>Useful Contacts</p>	<table border="1"> <thead> <tr> <th data-bbox="831 563 1229 603">Name</th> <th data-bbox="1229 563 1630 603">Position in School</th> <th data-bbox="1630 563 2029 603">Contact Details</th> </tr> </thead> <tbody> <tr> <td data-bbox="831 603 1229 643">Mrs. Lesley Jackson</td> <td data-bbox="1229 603 1630 643">Head Teacher</td> <td data-bbox="1630 603 2029 643">01204 333440</td> </tr> <tr> <td data-bbox="831 643 1229 762">Mrs. Anita Rate</td> <td data-bbox="1229 643 1630 762">Assistant Head Teacher/ SENCO</td> <td data-bbox="1630 643 2029 762">01204 333440/ ratea@st-johns-bromley-cross.bolton.sch.uk</td> </tr> </tbody> </table>			Name	Position in School	Contact Details	Mrs. Lesley Jackson	Head Teacher	01204 333440	Mrs. Anita Rate	Assistant Head Teacher/ SENCO	01204 333440/ ratea@st-johns-bromley-cross.bolton.sch.uk
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Mrs. Lesley Jackson	Head Teacher	01204 333440										
Mrs. Anita Rate	Assistant Head Teacher/ SENCO	01204 333440/ ratea@st-johns-bromley-cross.bolton.sch.uk										

If you require further information about the wider support in Bolton Local Authority, please follow this link to the Local Offer: <http://www.localdirectory.bolton.gov.uk/send.aspx>

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