



# Special Educational Needs and Disability (SEND)

## Information Report

September 2023

## **Special Educational Needs and Disability Information Report (SEND Policy)**

At St. Ann's School we strive to support all children to enable them to achieve at school. In order to do this, various steps are undertaken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

**The Special Needs and Disability Co-ordinators are:**



Micheal Skjold (SEND Lead)



Leanne Paramore (Assistant SEND Lead)



Lisa Allott (SEND)



Asya Shah (SEND)

The SEND Governor who oversees the work carried out by this team

Christine Peters (SEND Governor)

### **Roles & Responsibilities of the special Needs Co-ordinator (SENDCO).**

Our SENDCO team are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with Special Educational Needs, and/or Disability - SEND.

They liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. A wide range of external agencies will be in regular contact to provide more specialised advice.

**If you have any concerns or questions regarding SEND, please do not hesitate to contact us on one of the email addresses below:**

**Mr M Skjold's email:** [mskjold@saji.jmat.org.uk](mailto:mskjold@saji.jmat.org.uk)

**Mrs L Paramore's email:** [lparamore@saji.jmat.org.uk](mailto:lparamore@saji.jmat.org.uk)

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEND terms used.

<b>ADD</b>	<b>Attention Deficit Disorder</b>
<b>ADHD</b>	<b>Attention Deficit &amp; Hyperactivity Disorder</b>
<b>ASD</b>	<b>Autistic Spectrum Disorder</b>
<b>BESD</b>	<b>Behavioural Emotional &amp; Social Difficulties</b>
<b>CAF</b>	<b>Common Assessment Framework</b>
<b>CAMHS</b>	<b>Child &amp; Adolescent Mental Health Service</b>
<b>COP</b>	<b>Code of Practice</b>
<b>CP</b>	<b>Child Protection</b>
<b>DCD</b>	<b>Developmental Co-ordination Disorder</b>
<b>EAL</b>	<b>English as an Additional Language</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>FR</b>	<b>Formal Response (replacing School Action Plus – SA+)</b>
<b>FSM</b>	<b>Free School Meals</b>
<b>HI</b>	<b>Hearing Impairment</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>IR</b>	<b>Informal Response (replacing School Action – SA)</b>
<b>KS</b>	<b>Key Stage</b>
<b>LAC</b>	<b>Looked After Child</b>
<b>LEA</b>	<b>Local Education Authority</b>
<b>LSS</b>	<b>Learning Support Service</b>

<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>NC</b>	<b>National Curriculum</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PP</b>	<b>Pupil Premium</b>
<b>PEP</b>	<b>Personal Education Plan</b>
<b>SaLT</b>	<b>Speech &amp; Language Therapy</b>
<b>SEMH</b>	<b>Social, Emotional and Mental Health</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SEND</b>	<b>Special Educational Needs &amp; Disability</b>
<b>SENDCO</b>	<b>Special Educational Needs &amp; Disability Co-ordinator</b>
<b>SpLD</b>	<b>Specific Learning Difficulty</b>
<b>VI</b>	<b>Visual Impairment</b>

## **SEND Frequently asked questions**

### **What is Pupil Premium?**

Pupil Premium was introduced in April 2011 to raise the attainment of disadvantaged children and young people. This provides schools with additional funding allocation which enables them to work with pupils who have been registered for free school meals at any point in the last six years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. To enable extra funding to be allocated, the school has to submit a PEP (Personal Education Plan) for each child in question at certain times of the year.

### **Why has it been introduced?**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying

inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantaged pupils who need it most.

### **Who decides on how the money is spent?**

In most cases the Pupil Premium is paid direct to schools, through the free school meal system. Schools decide how to use the funding, as they are best placed to assess what their pupils need and level of support required.

### **How are schools accountable for the spending of Pupil Premium?**

They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.
- Reporting on their use of the premium as part of the pupil strategy statement, displayed on the school website.

### **Children and Families Bill 2014**

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education, as well as training

and offering families personal budgets so that they have more control over the support they need;

- improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities working together;
- requiring local authorities to involve children, young people and parents in reviewing the development provision for those with special educational needs, publishing a 'local offer' of support.

### **What is the Local Offer?**

- The Local Offer was first introduced in the Green Paper in March 2008, with regular updates taking effect, the latest update being released in as a local offer of all services available to support disabled children and children with SEND and their families. This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child."

### **What will it do?**

- The Rotherham framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, 'Local Offer Steering Groups', from around England, have developed questions for schools, and trialled them with a small number of settings.
- There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

**Below are St. Ann's Junior and Infant School's responses to these questions. These responses have formed our SEND policy.**

**1. How does St. Ann's Junior and Infant School know if children need extra help?**

**We know when pupils need help if:**

- ❖ concerns are raised by parents/carers, teachers or the child
- ❖ limited progress is being made
- ❖ there is a change in the pupil's behaviour or progress

**What should I do if I think my child may have special educational needs?**

- ❖ The class teacher is the initial point of contact for responding to parental concerns
- ❖ If you have concerns then contact Micheal Skjold &/or Leanne Paramore who are the SENDCOs within school – a translator is always available

**2. How will I know how St. Ann's Junior and Infant School support my child?**

- ❖ The class teacher will plan each pupil's education programme. It is differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- ❖ If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil can be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- ❖ If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENDCO.
- ❖ Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- ❖ Pupil Progress Meetings for SEND children are also held termly to discuss targets and ways forward.
- ❖ The SENDCO will meet class teachers on a termly basis to talk about SEND matters.
- ❖ Occasionally a pupil may need more expert support from an outside agency such as FUSION SEND support services, Speech and Language etc. A referral will be made, with your consent and



forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

- ❖ Sometimes we will direct parents to the following website: My Mind Matters <http://www.mymindmatters.org.uk/> this website has lots of ideas of help and support. It often signposts who to talk to in any need or crisis.
- ❖ The Governors of St. Ann's Junior and Infant School are responsible for entrusting a named person, Christine Peters, to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. Likewise, Christine Peters is responsible for SEND in school. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

- ❖ When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- ❖ Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- ❖ If a child has been identified as having a special need, the SENDCO and class teacher will put in place appropriate measures to help. This may be in the form of advice from qualified staff, looking at small NC target steps (targets) and working on 'the next steps' or asking the child what might help. Targets will be set according to their area of need. These are monitored by the class teacher weekly and by the SENDCO. Targets are discussed with parents at Parents' Evenings or at a suitable time for parents.
- ❖ Targets will be reviewed half-termly with the class teacher and SENDCO. SEND PAMs (pupil attainment meetings) happen termly monitor the support and targets that children have been given
- ❖ If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors

#### **Pupil Voice**

The idea of 'pupil voice' is to increase the influence of students in the provision of their own education by ensuring that their views are included when schools make key decisions. Student council meets regularly to

discuss school matters. Any decisions are decided upon by the children and are rolled out throughout the school. All classes are represented and the school reps feed back to each class.

#### **4. How will I know how my child is doing?**

- ❖ You will be able to discuss your child's progress at Parents' Evenings or you can drop in to the child's class teacher who will gladly discuss any issues you may have.

#### **How will you help me to support my child's learning?**

- ❖ The class teacher may suggest ways of how you can support your child.
- ❖ You may want to discuss strategies with the learning mentors or SENDCO if there are difficulties with a child's behaviour/emotional needs.
- ❖ If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.

#### **5. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- ❖ Members of staff such as the class teacher, Learning Mentor and SENDCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out. The Head teacher is also willing to discuss any matter you may have – a translator is always available.
- ❖ For those who find lunchtimes a challenge, a provision can be provided in the form of working with a teacher, peer group or clubs. Equipment is based on the school yard to enable children to play. We have peer, play leaders and mediators to help with problems. TAs and teachers are on hand at all times.
- ❖ Breakfast and after school clubs are open to all and this is often a good way to start or finish the day.

#### **Pupils with medical needs**

- ❖ If a pupil has a medical need, then a Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- ❖ Certain staffs receive Epipen training delivered by the local NHS trust.
- ❖ Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed 'Medicine consent form' is in place to ensure the safety of both child and staff member.

- ❖ All TAs have basic first aid training and we also have a team who have been extensively trained in first aid.

## **6. What specialist services and expertise are available at or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. If a meeting is held in school, a translator will be provided if needed.

The agencies used by the school include:

- ❖ Autism Outreach Team
- ❖ Child Protection Advisors
- ❖ CDC
- ❖ Educational Psychologist
- ❖ CAST (Child & Adolescent Support Team)
- ❖ CAMHS (Child & Adolescent Mental Health Service)
- ❖ AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- ❖ HI & VI services to support pupils with hearing/visual Impairment
- ❖ Inclusion Team – Which is supplied by FUSION – at Talbot specialist school
- ❖ Social Services
- ❖ Children's Therapy Team (Speech & Language/Occupational Therapy)
- ❖ School Nurse

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned at the ISR (In School Review). These are meetings held between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties in order to help understand the pupil's educational needs better; the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

## **7. What training are the staff supporting children and young people with SEND had or are having?**

- ❖ Different members of staff have received training related to SEND. These have included sessions on:
  - ❖ How to support pupils on the autistic spectrum.

- ❖ How to support pupils with social and emotional needs.
- ❖ How to support pupils with speech and language difficulties.
- ❖ How to support pupils with physical and co-ordination needs.

Mr. Skjold has gained the qualification 'National Award for Special Educational Needs Co-ordination' and has structured a team specifically devoted to SEND.

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

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

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

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- ❖ ramps into school to make the building accessible to all.
- ❖ toilets adapted for disabled users.
- ❖ wide doors in some parts of the building.
- ❖ Hydraulic Beds (for changing and personal care issues)

Advice is sought from professionals such as Occupational Therapists, if any children need access arrangements

### **10. How will the school prepare and support my child when joining St. Ann's Primary School or transferring to a new school? (What happens when my child moves up to secondary school or moves school?)**

St. Ann's is a through school: all information is kept, within the school, for the duration of that child's primary school life. As with all children, steps are put in place to make transition as easy as possible to their new school.

Sometimes the SENDCO may contact the new school to arrange extra transition if this might help the child. Parents are always informed of any extra transition. All children's files are copied and sent to the new school. A copy is kept at St. Ann's for a few years – just in case anybody wants to talk about to us about a particular child. A copy of this file is available to parents, if they so wish.

If a child moves to another school, during their primary life, a copy of that child's file will be sent to the new school. Sometimes the SENDCO will have a conversation about the needs of the child with someone from the new school. The same happens if a child moves to St. Ann's with SEND. Sometimes, a specialist placement is sought for a child with SEND. Parents are involved in every step of this process and indeed the child in question. The SEND team are always willing to visit specialist schools with the parents and the child if that would help. There are organisations to help parents if they are unsure about the service they are receiving. On our web site we have a button that tells you all about the support you are entitled to.  
<https://www.stannsrotherham.co.uk/>

In short; many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- ❖ Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- ❖ All pupils attend a 'Transition session' where they spend some time with their new class teacher.
- ❖ Additional visits are also arranged for pupils who need extra time in their new school.
- ❖ Mr. Skjold, Mrs Paramore or Mrs. Philburn are always willing to meet parents/carers prior to their child joining the school.
- ❖ Secondary school staff visit pupils prior to them joining their new school.
- ❖ Mr. Skjold, Mrs Paramore and class teachers liaise with the SENDCOs from the secondary schools to pass on information regarding SEND pupils.
- ❖ Where a pupil may have more specialised needs, a separate meeting may be arranged with Mr. Skjold, Mrs Paramore or Mrs. Philburn, the secondary school SENDCO, the parents/carers and where appropriate the pupil.

#### **11. How are the school's resources allocated and matched to children's special educational needs?**

- ❖ The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❖ The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- ❖ Resources may include deployment of staff depending on individual circumstances.
- ❖ Pupil premium: money is set aside for certain children to help with attainment.

## **12. How is the decision made about how much support my child will receive?**

- ❖ These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
- ❖ During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

## **13. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- ❖ discussions with the class teacher
- ❖ during parents evenings
- ❖ during discussions with Mr. Skjold, Mrs Paramore, the Learning Mentors or other professionals
- ❖ parents are encouraged to help with planning and let school know if we could try different things.
- ❖ Parents and other agencies are invited to 'SEND Celebrations'. Sometimes workshops are arranged to show parents how we might help the child in school and at home.

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

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the SENDCO or talk to your child's class teacher.

The school website has lots of information regarding SEND and Inclusion – feel free to browse our pages. <https://www.stannsrotherham.co.uk/>

If you have any comments to make feel free to let the team know your thoughts.

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

Please also look at: <https://www.rotherhamsendlocaloffer.org.uk/> for more information from Rotherham SEND services

**This response to the 'Local Offer' was compiled by the SEND team along with, Mr Lee Rowan (Head teacher) and Christine Peters – the school SEND governor liaison. Updated 15.09.23**