



Over St John's C.E. Primary School
Special Educational Needs and Disabilities Information Report
Updated September 2023

Introduction

All Cheshire West and Chester Local Authority maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. The broad areas of SEND need are: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and/or Physical.

What is the Local Offer?

The LA Local Offer can be found on the Livewell Cheshire West site <https://livewell.cheshirewestandchester.gov.uk/Categories/3948>

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refers to this as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.


What is the Special Education Needs Information Report?

The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report.'

<p>1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>How does the school identify children with special educational needs?</p> <p>Pupil Progress Meetings/discussions are held every term from which we track and identify children who are not making expected national progress. Specific assessments take place to gain an understanding of your child's needs and to provide a baseline before any intervention begins. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.</p> <p>How will I be able to raise any concerns I may have and who do I contact in the first instance?</p> <p>1. The Class teacher - 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 things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary. • Writing targets/outcomes for your child to work towards and sharing and reviewing these with you at least once each term and planning for the next term. Personalised teaching and learning for your child will take place as identified on school's provision map and your child's SEND profile. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>2. The SENDCo – Mrs E Bettley - Responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the school's SEND policy • Coordinating all the support for children with special educational needs or disabilities (SEND) • Ensuring that you are <ul style="list-style-type: none"> i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing. • Liaising with all the other people who may be coming into to 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 that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept. • Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible. <p>3. The Head Teacher – Mrs E Snowdon - Responsible for:</p>
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	<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. The Head Teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met. • The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND. <p>The SEND Governor – Mr J McKenna - Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is given for any child who attends the school, who has SEND.
<p>2. How will school staff support my child?</p>	<p>a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching). For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is built on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. • Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress. <p>Specific group work Intervention which may be:</p> <ul style="list-style-type: none"> • Run in the classroom or outside of the classroom. • Run by a teacher or a Teaching Assistant (TA). <p>b) Specialist groups run by outside agencies e.g. Speech and Language Therapy. SEN Code of Practice 2014: School Support (SS) This means your child has been identified by the SENDCo /class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority services such as the Autism Team or Sensory Service (for students with a hearing or visual need), NHS services such as speech and language and occupational therapy and statutory services from the Educational Psychology Services. What could happen: You may be asked to give your permission for the school to refer your child to a specialist professional. 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 the SENDCo/your child to understand their needs and make recommendations as to the ways your child is given support.</p>

	<p>c) Specified Individual support</p> <p>This type of support is available for children whose learning needs are, severe and complex. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and/or adaptations to the curriculum. For your child this would mean:</p> <ul style="list-style-type: none"> • The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. • After the request has been made to the 'Panel of Professionals' (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. • After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe and complex. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of 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. • The EHC Plan will outline the amount 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. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
<p>3. How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Class 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. This is done through careful differentiation of the National Curriculum. • The curriculum is differentiated through content, process, product and the learning environment. These different strategies will be closely matched to the needs of your child. At Over St John's we call this <div style="text-align: center;">  <p>Additionality across the curriculum at Ove</p> </div> <p>additionality to the curriculum.</p>

<p>4. a) How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<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 class teacher. • His/her progress is reviewed formally every term in all subject areas. • At the end of each Key Stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally. • Children may have personal targets/outcomes which will be reviewed, and a future plan made. • Teachers meet with the Head Teacher on a termly basis for Pupil Progress Meetings. • The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. • The SENDCo 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 a child with a SEND?</p> <p>The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.</p> <ul style="list-style-type: none"> • The SENDCo 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. • Personal progress targets/outcomes will be reviewed with your involvement. • Relevant information about how you can support your child at home. • We hold multi-agency meetings as required. • Parent's views are sought verbally and through the Parent View website.
<p>4b) What support will there be for my child's overall well-being?</p>	<p>We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.</p> <ul style="list-style-type: none"> • All classes include PSHE (Personal, Social, Health and Economic education) in their curriculum to support this development. • For those children who find aspects of social time difficult we offer: Lunchtime and Playtime support through planned games and activities; Social skills groups; playtime buddies.

	<ul style="list-style-type: none"> • Our SENDCo is a qualified Youth Mental Health First Aider. • Our SENDCo is a qualified Senior Mental Health Lead. • Members of staff have received training about the administration of medicines should your child require regular medication to be administered in school. • We have a personal care plan should your child require support in dressing and toileting. • If your child still needs extra support, with your permission the SENDCo will access further support through the TAF process (Team Around the Family) • Pupils' views are sought through our School Council and issues can be raised in this forum regarding their feelings about their own well-being in school. • We work closely with the local Mental Health Support Team.
<p>5. What specialism services, experience, training and support are available at or accessed by the school?</p>	<p>School provision</p> <ul style="list-style-type: none"> • Experienced SENDCo and teaching staff • Teaching Assistants • School clubs • Opportunities for staff professional development are sought regularly. <p>Local Authority Provision available to school</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Parent Partnership Service/Information, Advice and Support Service. <p>Health Provision available to school</p> <ul style="list-style-type: none"> • Speech and Language Therapy • Sensory services (Hearing and Vision) • School Nurse • Community Paediatrician • Occupational Therapy • Mental Health Support Team • CAMHS

<p>6. How are the teachers in school helped to work with children with SEND, and what training do the teachers have?</p>	<ul style="list-style-type: none"> • The SENDCo’s job is to support the class teacher in planning for children with SEN. • The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues. • Individual teachers and support staff attend courses run by outside agencies that are relevant to the needs of specific children in their class.
<p>7. How will my child be included in activities outside the classroom including school trips?</p>	<p>All school trips are planned with all children’s individual needs being risk assessed prior to the visit.</p> <ul style="list-style-type: none"> • Additional support is provided as and when it is deemed necessary for individual pupils. • When the need arises individual children will have individual risk assessments, again dependent on their individual needs. • As an inclusive school we aim to provide activities outside school which all children are able to attend.
<p>8. How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school complies with DDA requirements. • We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs. • Extra-curricular activities are accessible for children with SEND.
<p>9. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.</p> <p>When starting school:</p> <ul style="list-style-type: none"> • We will contact the pre-school setting your child has previously attended and liaise with their SENDCo regarding your child’s individual needs. • We will liaise closely with yourselves and external agencies as to the best way to integrate your child into the school setting; and, if deemed necessary, with the appropriate support. <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible. <p>When moving classes in school:</p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. Personal Targets will be shared with the new teacher. <p>In Year 6:</p> <ul style="list-style-type: none"> • The SENDCo and Class Teacher will discuss the specific needs of your child with the SENDCo of their high school.

	<ul style="list-style-type: none"> • Your child will do focused learning about aspects of transition to support their understanding of the changes ahead. • Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
<p>10. Examples of interventions, equipment, resources that school may allocate to match children’s special educational needs?</p>	 <p>Additionality across the curriculum at Over</p> <p>Appropriate interventions are delivered to individuals/ small groups – these tend to focus on the basic skills of English and Maths or have more of a social aspect.</p> <ul style="list-style-type: none"> • We regularly review provision maps and SEND Profiles to ensure quality first teaching in class, appropriate interventions and access to external agencies. • When we feel a child needs an EHCP we will ensure that the necessary steps are taken promptly. • Advice sought for environmental adaptations as and when necessary. <p>Interventions used across the school either in small groups or on a one to one basis.</p> <ul style="list-style-type: none"> • Pre and a post teaching. • Rapid Reading, Rapid Writing and Rapid Maths – small group interventions • FFT – reading and spelling intervention • ELSA resources • Phonics booster groups and specific focussed phonics interventions • Precision teaching • Socially Speaking • Talkabout it • Next a step Cards for a Mental Health difficulties. • Mindfulness strategies • Fine and gross motor skills interventions such as Funky Fingers, Muscle Memory and Dough Disco • Mini Me Yoga • Times Tables Rockstars and NumBots • Nessy Dyslexia Programme

<p>12. How are parents involved in the setting / school / college? How can I be involved?</p>	<p>Specific ways in which parents can be involved have been outlined in earlier responses. At Over St John's, we believe that strong relationships between home and school are essential to ensuring that each child receives the support and education that they deserve. We would encourage every parent to be fully involved in the education of their child and to maintain regular dialogue with school to ensure that everyone is working together.</p>	
<p>13. Who can I contact for further information?</p>	<p>SENDCo Mrs E Bettley ebettley@overstjohns.cheshire.sch.uk 01606 592608</p>	<p>Head Teacher Mrs E Snowdon</p>