

Agenda item: 3.7	Report author: Joshua Watson	Date: 19.06.23
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SEN school information report

1. School context

	June 2022	June 2023
Number of children with an EHCP	14	13
Percentage of children with an EHCP	6.25%	5.9%
Number of children receiving SEN support	39	39
Percentage of children receiving SEN support	17.4%	17.6%
Total number of children on the SEN register	53	52
Percentage of children on the SEN register	23.65%	23.4%

Since June 2022, five children with EHCP's have left our school and two children with an EHCP have joined our school, both in our reception class, joining two children who already had EHCP's.

Since September 2022, two children have had EHCP applications accepted and finalised. There is currently one child in year 1 who is having an EHCP written for appeal.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Communication and Interaction	5	9	7	1	4	1	3	3	33 (14.9%)
Cognition and Learning	0	0	1	4	1	1	1	1	9 (4%)
Social, Emotional and Mental Health	0	2	1	0	0	1	2	4	10 (4.5%)
Sensory and Physical	0	0	0	0	0	0	0	0	0
TOTAL	5	11	9	5	5	3	6	8	52 (23.4%)

Recommendation

The LAB is recommended to approve the SEN school information report.



Report published for parents and available online
Reviewed and approved by the LAB: June/ July 2023
Next full review due: January 2024

Special Educational Needs and Disability (SEND) School Information Report

School Vision & Ethos

Every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school. All children receive Quality First Teaching across the curriculum and if necessary, will receive additional support to ensure they make expected progress.

Policies for identifying pupils with SEN and assessing their needs

We know your child needs 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.
- Outside agencies inform us of identified needs.

As part of the school's admissions process, home visits or in-school meetings are held with parents/carers and the child before they start the school. This is to discuss any needs that the child may have and to discuss how we can ensure that the child's needs are met.

If a member of staff has a concern about a child's learning need or if they believe that a child needs additional support, they are encouraged to speak to the SENDCO immediately and together they will discuss interventions that can be put in place to support the child during the process of a necessary referral (where a referral is needed.) Where leaders are concerned about the progress of children's attainment, teachers are asked to discuss progress and explain the support in place in fundamental check meetings.

The SENDCO and class teacher will then meet to discuss the child's needs. If it is felt that the child needs additional support and is to be placed on SEN support then a further meeting would be organised with the child's parent/carer, a plan made and any referrals to professionals made.

If the parent or school feels the child requires an education, health & care (EHC) needs assessment, then a request is made.

What kinds of special needs are provided for in this school?

We provide for a range of needs in the school, usually grouped into four categories:

- Communication and interaction
- Cognition (thinking) and learning
- Physical and sensory
- Social, emotional and mental health needs.

Arrangements for consulting parents and children with SEND

Parents are invited to school when SEN has been identified. They are provided with a termly provision map and invited to provide their feedback and contribute to plans. If a parent wants to request an EHC needs assessment and the school is in agreement with this, then the SENDCO will support the parent in completing the request if the school is not yet in a position to make the request (i.e. reports from professionals have not yet been received).

We always involve children in meetings about their progress alongside parents, where appropriate. We regularly ask children about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual reviews using an 'all about me' questionnaire.

Arrangements for assessing and reviewing pupil's progress towards outcomes

- The class teacher will work with the SENDCO to discuss individual needs.
- The SENDCO will talk to the child and parents/carers to find out their views and needs.
- The SENDCO will come to lessons and work with the child.
- There may be referrals to outside agencies (consent from parents/ carers is always obtained first).
- A termly Multi-Agency Planning (MAP) meeting is held to discuss and plan for the children of highest concern within the school. This will include the SENDCO, Family Liaison Officer, Speech and Language Therapist, Specialist Teacher, Educational Psychologist and a member of the WAMHS team.

For all children on the SEND register (EHCP and SEN support), support plans are reviewed three times a year in the Autumn, Spring and Summer terms. The SENDCO, a member of the teaching staff working with the child and the parents attend the meetings so there is a holistic discussion about the child's well-being and progress in school and at home. This allows for plans to remain in place over transitional periods of the year. Additional information around the progress of these children is gathered from children in Fundamental check meetings. When a child has an EHC plan, annual reviews are held (or six monthly if under five) to ensure that children are progressing as expected. If it is felt that the EHC plan requires review prior to this schedule, then an emergency annual review is held. Parents and the children are involved in all review meetings, unless it is not considered appropriate to involve the child.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Parents/carers of the children that are transitioning from our school to secondary school will begin discussions with the SENDCO about an appropriate secondary school to apply for based on the needs of the child and the desires of the parents/carers.

Once the child's place at a secondary school is confirmed, the SENDCO will liaise with the school to arrange transition days and create bespoke materials to provide the children with work around the transition between schools. Sessions will be on the child's individual timetable so they are guaranteed a weekly hour to discuss and work through transition materials.

Should a child not receive a place at the secondary school of the parents' choice, the SENDCO will work with the parents to appeal the decision.

The approach to teaching pupils with SEND

All pupils in our school receive quality first teaching, including all children with SEND. Work is differentiated within the class to support the needs of all children and adults are allocated to specific focus groups to further support them. If it appears that a child is not making expected progress, the teacher and the SENDCO will discuss appropriate resources and interventions that will support the child in the area of need that is concerning. This may be extra support within the classroom, an intervention in a focus group or an individualised intervention plan. All interventions are made in collaboration with the SENDCO, teaching staff and external support eg: Speech and Language Therapist/Educational Psychologist.

How adaptations are made to the curriculum and the learning environment of pupils with SEND.

When a pupil has been identified with special needs their work will be adapted by the class teacher to enable them to access the curriculum and make progress. A teacher or a support staff 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 educational need they will have an IEP meeting every term, attended by teaching staff, the SENDCO and parents/carers, where targets will be set accordingly to their area of need. These targets will be monitored by the teaching staff around the child and the SENDCO throughout the week. Following the IEP meetings, notes will be sent home to the parents/carers.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

Additional support for learning that is available for pupils with SEN

The school works with a speech and language therapist, an Educational Psychologist and Specialist Teacher who attend the school. The school also works with the re-engagement unit (REU) from Hackney Education who attend on a case by case basis. Other additional support comes in the form of:

- Specific resources to help the learner e.g. sensory aids, assistive technology or visuals support.
- Adult support in class that promotes independence.
- Precision teaching from a member of the teaching staff.
- Interventions provided by either a teacher or teaching assistant e.g. speech and language, phonics, motor skills.
- Invitation to a particular club.
- Mentoring from a member of the pastoral team/ SLT.
- Social and emotional support.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

Regular INSET is held in school with foci that are identified from the school's development plan. These may be held by the SENDCO, another member of the SLT with a particular expertise or a professional service that works with the school. If it is felt that there is a need which cannot be met by this group, then an external company would be secured.

As Communication and Interaction is the greatest need across the school, our SaLT attends the school weekly to support with interventions and planning. They deliver training every term on INSET days with a specific focus relating to Communication and Interaction and the needs that have been identified by them, the SENDCO and SLT.

Our Communication and Interaction focuses for 2023-24 are –

Autumn term: Communication and Interaction through play

Spring term: How Social, Emotional and Mental Health affects Communication and Interaction

Summer term: Bi-Ligualism – How to distinguish between and support learning and language and language difficulties

The SaLT will then meet with a different key stage each week and review the training with them. They will support and advise on different ways to implement the themes of the training and discuss any barriers to success and how to overcome them.

This is a strategy that will be mirrored with the Educational Psychologist and the Specialist Teacher. As a small school, we are entitled to 9 days with the Educational Psychologist and 4 days with the Specialist Teacher across the year. They will be collaborating to deliver training around a specific focus that again has been identified by them, the SENDCO and SLT across the year.

Following that, the Educational Psychologist and Specialist Teacher will meet with teaching staff every half term to review the training with them. They will also support and advise on different ways to implement the themes of the training and discuss any barriers to success and how to overcome them.

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties.
- How to support children on the autistic spectrum.
- How to support children with behavioural, social and emotional needs.
- How to support children in literacy and numeracy.
- How to keep all children safe.

Occasionally a pupil may need more expert support from outside of school such as educational psychology. Where this is the case a referral will be made with parental consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.

Expert services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- In school WAMHS support (Well-being and Mental Health Support)
- CAMHS (Child and Adolescent Mental Health Service)
- Specialist Teacher
- Family Coach Service
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse
- Inclusion Team
- Young Hackney

How equipment and facilities to support children and young people with SEND will be secured

The budget for SEND is given every year. Throughout the year, as needs are identified, resources are purchased by the SENDCO from this budget. For example, these may be a programme that the child can work with or a member of staff can use to create resources.

If a child is in early years and a need is identified by a member of staff, the SENDCO will apply for the Early Years Inclusion fund, which will support specific training for staff working with the child and get additional resources needed.

How the effectiveness of the provision made for pupils with SEN is evaluated

Provision for all pupils is observed during regular learning walks and through book looks. There is a focus on SEND on a regular basis and this is evaluated by the SLT. During Fundamental check meetings, teachers are asked to discuss the effectiveness of intervention.

How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?

All children are encouraged to participate in a wide range of activities including after school clubs. Where it is felt that a child with SEN is a challenge to participate in a particular activity then adjustments are considered. This may be in the form of assistive technology, additional adult support. This would be facilitated on a case by case basis.

What is the support for improving emotional and social development?

Emotional and social development are promoted across the curriculum and particularly in the PSHE curriculum. Where there is a concern around a child's emotional or social development then a plan to provide additional support is devised. This will consider the particular needs of the child in question, their relationships and how these can be met. Support may include but is not limited to:

- Creating a circle of friends for the child.
- Social skills group.
- Checking in regularly with a member of staff.
- Mentoring from a member of the pastoral team/SLT
- Invitation to attend a particular club after school.
- A referral to Young Hackney for 1:1 support
- A referral to the Family Coach Service
- Happy to be me support group
- A pastoral support plan.
- A referral to the REU and a bespoke plan.

In some cases, the emotional and social development may meet the threshold for the SEN register. Circle of friends and Happy to be me groups have been very successful in improving the relationships between a few children with SEN and their peers. The views of children with SEND are always sought, through conversations with the SENDCO or their class support where appropriate.

Inclusion meetings are held weekly to support the most vulnerable children in the school which includes children on the SEN register. Plans are made for those children that may need emotional and social support and a member of the Inclusion team will ensure those plans are delivered.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families



The school has a strong relationship with external bodies. The LA supports the school with any concerns and provides advice to ensure the children with SEND at our school receive the best provision they can.

Social care have supported the school with safeguarding concerns around children this year and are very quick to act upon any referrals the school feels necessary to make. They then remain in contact with the school across the period of time that the case may be open to them. This ensures that the team around the child is updated with all relevant information at all times.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If you have concerns about your child's progress you should speak to your child's class teacher. If you have further questions or are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO.

Formal complaints should be made to governors@primaryadvantage.hackney.sch.uk The school follows Primary Advantage federation's complaints procedure, which is available here: <https://primaryadvantage.co.uk/about-us/governance/primary-advantage-policies/>

Contact details of support services for parents of pupils with SEND

Hackney SENDIAGS – Hackney SEND Information, Advice and Guidance Service - sendiags@learningtrust.co.uk

Hackney Local Offer - <https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

Named contacts within the school for when young people or parents have concerns

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher or the SENDCO: Joshua Watson – jwatson@johnjames.hackney.sch.uk

Other key people are:

Grace Gladstone – Head of School – ggladstone@johnjames.hackney.sch.uk

Sharon Rees – Family Liaison Officer – srees@johnjames.hackney.sch.uk

Dione Khaleel – Pastoral Support Manager – dkhaleel@johnjames.hackney.sch.uk

LAB link member for SEN: Grace Gladstone

Federation link governor for SEN: Alice Wilson

Joe Wilson - Head of SEN at Hackney Education – joe.wilson@hackney.gov.uk

Richard Collins – Operations Manager of the SEND Service at Hackney Education – richard.collins@hackney.gov.uk

If you have any other questions, please contact the school on: 020 8985 2045

The school's contribution to the local offer and where the LA's local offer is published

The Children and Families Act 2014 requires the publication of 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 SEN as well as the options available to support families who need additional help to care for their child.

Hackney Education 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. The Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

You can find the local offer website here: <http://www.hackneylocaloffer.co.uk>

There are 17 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.

The arrangements for the admission of disabled pupils

Please find this information within our SEND Offer on our website.

The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils

Please find this information within our SEND Offer on our website.

The facilities we provide to help disabled pupils access our school

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

- Low level access to all school buildings.
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, email transport@learningtrust.co.uk

How to find our school's accessibility plan

The school accessibility plan is updated at least every three years. You can find a copy on our website here: <https://www.johnjames.hackney.sch.uk/>

Appendix 1

Useful Websites



<http://www.netmums.com/parenting-support/special-needs>

contact a family
for families with disabled children

<http://www.cafamily.org.uk/>



Hackney Independent Forum for
Parents/Carers of Children with Disabilities

<http://www.hiphackney.org.uk/>



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org>

Scope
About disability

<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



IPSEA

Independent Parental Special Education Advice

<http://www.ipsea.org.uk/>



<https://www.homerton.nhs.uk/hackney-ark/>



Parents for Inclusion

<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

all about people

**Dyslexia
Action**

<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>