



Special Educational Needs (SEN) Information Report

'Shining Light on a World of Possibilities'



Our Vision

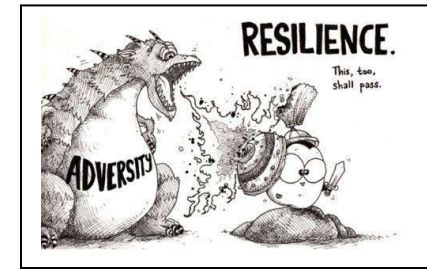
We aim for each child to:

Know they are unique and special.

Be a highly motivated, skilled and resilient learner.

Be a respectful and tolerant global citizen, learning to live together with others.

Have a spiritual experience of Christian life and worship.



This document will tell you how we support children with Special Educational Needs and/or Disabilities (SEND) at St. Andrew's Junior School. It has been co-written with input from parents, staff, and pupils at the school.

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|-----------------------------|------------|--------------|---------------------------------|
| Signed | D. Norton | Date 24.9.24 | Chair of Governors David Norton |
| Signed | W. Higgins | Date 24.9.24 | Headteacher Wayne Higgins |
| Review date: September 2025 | | | |

Introduction

- At St. Andrew's Junior School Special Educational Needs and Disabilities (SEND) is seen as a **whole school responsibility** and all systems and structures reflect this.
- We welcome everybody into our school community. The staff, governors, pupils and parents work together to make St. Andrew's a welcoming place where children can learn and achieve successfully.
- Our SEND provision allows pupils with additional needs the opportunity to follow a curriculum specifically tailored to develop growth mindset, resilience and independence.

At St. Andrew's we aim to ensure that:

- Children with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community
- Children with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each student to reach his or her full potential.
- We identify and assess children with SEND as early and as thoroughly as possible using the SEN Code of Practice (2014).
- Parents/carers and pupils are fully involved in the identification and assessment of SEND, and that we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach.
- We meet the needs of all pupils with SEND by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEND good practice and methodology in order to offer support and training in these areas to all staff in the school.

The Graduated Response Tool

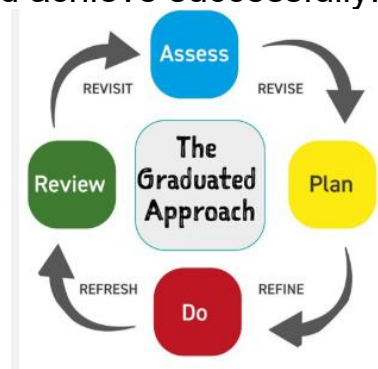
High quality teaching (universal support) underpins the graduated response and all educational provision. The Graduated Response Tool (SGRT) describes the entitlement of children and young people with Special Educational Needs and Disabilities (SEND) in early year's settings, schools and further education in Somerset. You can learn more about Somerset's Graduated Response Tool at:

<https://somensetsafeguardingchildren.org.uk/publication/graduated-response-tool/>

At St. Andrew's Junior School, the Somerset Graduated Response Tool (SGRT) is embedded into our whole school approach to supporting pupils with SEND. Teachers will regularly use the tool at a Universal and SEN support level to help them use the most effective strategies to support children with different areas of SEN and to know what they could try next to help a child make progress to learn and achieve effectively. Below is a video link to explain the Somerset Graduated Response Tool (SGRT)

https://www.youtube.com/watch?v=w_31z12tfQM

It is important to note that support and provision at St. Andrew's is needs not diagnosis based. **We do not need to have or wait to have a diagnosis** of anything to work hard with parents to remove any barriers to learning and support a child in our setting to learn and achieve successfully. This is what the SGRT helps us to do.



What kind of SEND are provided for at St. Andrew's?

Communication and Interaction



Children may have a delay or difficulty in one or more of the following areas:
Attention/Interaction skills: may have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. Difficulty attending whole class learning. May have peer relationship difficulties. May not be able to initiate or sustain a conversation. This may include children with ADHD and or Autism.

Understanding/Receptive Language: may need visual support to understand or process spoken language. May require assisted technology to help them communicate. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.

Speech/Expressive Language: may use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow. Some immaturities in the speech and sound system. Delayed grammar/phonological awareness.

Cognition and Learning



Children may have difficulties with the skills needed for effective learning such as:
Language, memory and reasoning skills
Sequencing and organisational skills
An understanding of number
Problem-solving and concept development skills
Fine and gross motor skills, Independent learning skills
Exercising choice, decision making
Information processing

Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia

Social, Emotional, Mental Health (SEMH)



May have difficulties with social and emotional development which may lead to or stem from:
Social isolation
Behavioural difficulties
Attention difficulties (ADHD)
Autism
Anxiety and depression
Attachment difficulties
Low self-esteem
Issues with self-image

Sensory and/or Physical



These children may have a medical or genetic condition that could lead to difficulties with:
Specific medical conditions
Gross/fine motor skills
Visual/hearing impairment
Accessing the curriculum without adaptation
Physically accessing the building or equipment
Over sensitivity to noise/smells/light/touch/taste
Toileting/self-care

At St. Andrew's Junior School, we currently provide provision within all the above four main areas.

Who is responsible for meeting the needs of a pupil with SEND at St. Andrew's?

Class Teacher



Responsibilities include:



- Planning, teaching/delivering high quality inclusive lessons suited to your child's needs
- Assessing/monitoring progress and identifying the next steps to take them forward in their learning.
- Using and drawing up Assess, Plan, Do Review (APDR) documents for pupils with SEND in consultation with parents and if necessary SENCo. These have individual targets and are very specific to the individual pupil and may be small steps, working towards a bigger overall target.
- Identify when additional support is needed
- Ensure that all staff working with a pupil are supported to deliver planned work so that they can achieve the best possible progress. This may involve the use of additional adults (learning support assistants).

SENCo Mrs Thomson



Responsibilities include:

- Co-ordinating all the support for pupils with SEN and developing/implementing SEND Policy to make sure all pupils get consistent, high quality response to meeting their needs in school.
- Ensuring that all staff working with a pupil are
 - Involved in supporting their learning
 - Kept informed about the support given
 - Involve parents in reviewing how they are doing
- 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 Psychologist etc.
- Completing and sending off any referral forms for those services (which will be done with parental consent)

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| | <ul style="list-style-type: none"> ➤ Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of pupil's progress and needs. ➤ To provide specialist support for teachers and support staff in the school so they can help pupils achieve the best possible progress in school. ➤ Ensure all SEND legislations and guidance on duties are being followed – e.g. Children and Families Act 2014, Code of Practice 2014, Somerset's graduated response. |
| <p>Headteacher Mr Higgins</p>  | <p>Responsibilities include:</p> <ul style="list-style-type: none"> ➤ The day to day management of all aspects of the school, this includes the support for pupils with SEND. ➤ Ultimately ensuring that pupil's needs are met ➤ Ensuring the Governing Body is kept up to date about issues in the school relating to SEND |
| <p>SEND Governor Mrs Andrews</p>  | <p>Responsibilities include:</p> <ul style="list-style-type: none"> ➤ Making sure the SEND Policy is being implemented in school ➤ An awareness of the SEND Code of Practice and monitoring this within school. ➤ Having a strategic view (pupils are not individually identified by name) |



How will the school support my child and their learning?

- Staff will seek to identify the needs of pupils with SEND through the Assess, Plan Do, Review Cycle with a strong emphasis on child and parent/carer views.
- Teachers will provide high quality teaching. This acts as the baseline for learning for all pupils. All teachers must be committed to reducing barriers to learning for pupils with SEND, by planning work which is appropriately adapted and includes strategies from the school's provision map, including visual timetables, and visual symbols to aid communication.
- Specialist equipment may also be used for individual pupils, including wheelchairs, writing slope etc. teachers and support staff will receive training on aspects of the SEND during INSET days, staff meetings and external courses. Staff will liaise with the SENCo where extra support or advice is needed. In line with the SEN Code of Practice, the majority of pupils will have their special education need met in class and have access to a broad and balanced curriculum.
- All staff work extremely hard to create an effective and inclusive learning environment to support neurodiversity as well as specific learning difficulties or delays or disability, e.g. autism, ADHD and Dyslexia friendly classrooms.
- Teachers and staff monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of pupils with SEN by their teachers will help to ensure that they are able to reach their full potential. Pupils with SEN often have knowledge of their own needs and we would seek their

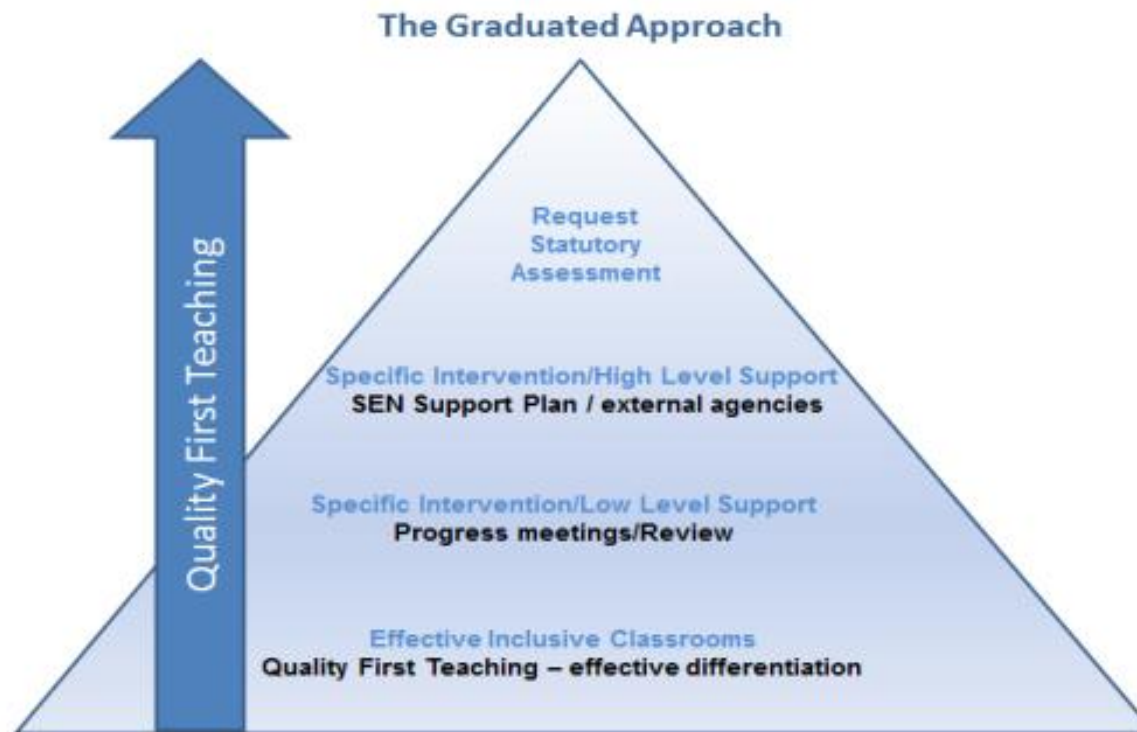
views about what sort of help they would like. We will encourage them to share in the outcomes aimed for and review meetings where appropriate.

- We liaise closely with parents and get their views along with the views of pupils with SEND themselves
- We work with, and seek appropriate support from outside agencies when the needs of the student cannot be met by the school alone, for example Speech and Language Therapists, Educational Psychologists, Occupational Therapists etc.
- We ensure that pupils with SEN engage in the activities of the school alongside pupils who do not have SEN.
- We strive to create an inclusive school environment where pupils contribute to their own learning and develop independence.
- We review a pupil's progress at regular intervals with the child, their parents/carers and any professional who supports the pupil. This is done at parents' evenings for all pupils, at APDR meetings for pupils on SEN support and at annual review meetings for pupils with EHCPs and High Needs funding.
- The impact and quality of the support also is also measured and reviewed within the school.



How does St. Andrew's meet the needs of a pupil with SEND?

St. Andrew's Junior School uses a graduated approach to meeting the needs of pupils with SEND.



Concern about a pupil with possible special educational needs

In the first instance

- The class teacher will complete SEN quick checkers and ensure high quality teaching is in place and the environment is suitable for all learners and make any necessary adjustments related to the universal level of support as dictated by the SGRT
- The class teacher will refer to the school SEN reference folder and Somerset's Graduated Response Tool (SGRT) to try out recommended strategies in the area of SEN concern.
- Staff will start logging behaviours using ABCC charts to see what certain behaviour might be communicating
- The class teacher will complete relevant checklists and quick checkers to support identification of need
- The class teacher will complete an emotionally safe classroom checklist and make any necessary adjustments
- The class teacher will begin a tracking document for concerns in the specific area using the documents from Somerset's Graduated Response Tool
- The class teacher will discuss concerns with the pupil's parents and gain their views if not a concern that was initiated by parents
- The class teacher will also gain the child's views

If no change has been seen after adjustments have been made and strategies tried

- The class teacher will complete a SENCo concern form explaining what has been tried so far
- The class teacher will discuss the pupil with the school SENCo
- If needed, the SENCo will observe the pupil in class and make suggestions of what else to try
- The class teacher will then meet with the pupil's parents and sometimes the SENCo to **assess** the child's needs, make a **plan** to support or remove their barrier to learning. They will then **do** the plan and later (usually after a term) **review** it to see if progress has been made. (APDR)



SEN SUPPORT interventions put in place alongside high quality first teaching to support pupils on the SEND register

| <u>Cognition and Learning</u> | <u>Communication and Interaction</u> | <u>Social, Emotional and Mental Health</u> | <u>Sensory and/or physical needs</u> |
|--|--|---|---|
| <ul style="list-style-type: none"> ➤ <i>Nessy Reading and Spelling</i> ➤ Precision Teaching to specific learning targets or gaps in knowledge ➤ ILI – Individualised Literacy Intervention ➤ 1:1 targeted support linked to APDR process, e.g. targeted phonics ➤ Power of 2 Maths intervention ➤ Small group support in class | <ul style="list-style-type: none"> ➤ Social Skills group (using Talkabout and socially speaking resources) ➤ Building block (lego)therapy ➤ Speaking and listening group (Using Black Sheep Press Resources and barrier games) ➤ Forest School small group to support application of social skills | <ul style="list-style-type: none"> ➤ Personalised 1:1 meet and greet ➤ Time out with a key adult ➤ ELSA (Emotional Literacy Support Assistant) sessions ➤ Supported break and lunchtimes ➤ Sensory room slot ➤ Drawing and Talking ➤ Zones of regulation personalised toolkit work ➤ SEMH small group Forest School ➤ Lighthouse (pastoral base) | <ul style="list-style-type: none"> ➤ Sensory room slot ➤ Alternative methods of recording – might do touch typing intervention to increase skills ➤ Integrated Therapy Service recommendations ➤ Sensory Circuits ➤ Zones of regulation ➤ Speed up handwriting intervention |

Further diagnostic assessments/strategies may be carried out by SENCo or referral to outside agencies if no progression is made after 2 full cycles of APDR.





How does St. Andrew's measure my child's progress?

- As a school we measure pupil progress in learning against national age related expectations as well as against a child's starting points and small steps progress as part of the APDR process.
- The class teacher continually assesses each pupil and notes areas where they are improving and where further support is needed. We track pupil progress from their admission in Year 3 through to Year 6, using a variety of different methods, including assessment under the New National Curriculum and some standardised tests, as appropriate.
- Pupils who are not making expected progress are identified through the termly Pupil Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- The SENCo monitors the effectiveness of the provision made for Children with SEND through learning walks, classroom observations, regular meetings with class teachers and TAs and analysis of class data.



What support is there at St. Andrew's for my child's overall wellbeing?

- We recognise the importance of children's mental health and well-being alongside that of physical health and learning and achieving successfully
- Every day children complete a zones of regulation emotions chart which helps us to monitor children's wellbeing and acts as an effective way to quickly identify those that might need some extra support. This support can vary from a comforting chat with a trusted adult to further referrals or signposting to mental health or other support services.
- Our senior mental health lead, Mrs Thomson, liaises with the Somerset Mental Health support service and co-ordinates referrals to the Somerset Mental Health Support Team. This team can offer low intensity CBT support for mild to moderate mental health difficulties for example low mood or anxiety.
- Mrs Robb is our ELSA (Emotional Literacy Support Assistant) who can work with individuals or groups on things such as self-esteem, bereavement and emotional regulation. She is also available in the Lighthouse our pastoral base at break times.
- We have developed a sensory room in our school which is used to support children with a wide range of additional needs including those with Autism, sensory processing difficulties and social emotional difficulties. A sensory room is a quiet space dedicated to stimulating, developing and relaxing the senses. Our sensory room allows pupils the freedom and autonomy to explore the environment for themselves, in their own time, using all of their senses. The décor of our sensory room includes low lighting and adjustable lighting projections, fibre optics, mirrors and bubble tubes. It contains a choice of comfortable places to sit, a variety of interesting objects to examine and calming sounds or music. Some groups of children might also follow a sensory circuit programme in the room depending on their needs.

- There are safe spaces and regulation stations around the school and in classrooms which children can use to take a break in order to help them feel calm and ready to learn back in the classroom. There is also a pastoral room called the Lighthouse which is available for those children who might need an alternative space during break or lunchtime. Some children may also need to use the Lighthouse pastoral room during lessons depending on their needs.
- Staff are trained in the use of emotion coaching techniques and PLACE approach to support all pupils in school. We view behaviour as communication and evidence of an unmet need.
- We also offer *Drawing and Talking* as an evidenced based intervention to support mental health, particularly for those who have experienced trauma.
- If families needed more help we would meet with them to complete an Early Help Assessment and a Team around the School (TAS) referral in order to identify which services might be able to help. We also signpost parents to online and local counselling services when necessary.
- Our pupil wellbeing champions also work hard to offer peer support at breaks and lunchtime.



<https://www.somersetft.nhs.uk/camhs/mental-health-support-in-schools-mhst>



How does St. Andrew's manage the administration of medicines and personal care?

- We liaise with the school nurse, as well as consulting with other professionals who can offer advice and support. E.g The PIMs team (Physical Impairment and Medical Support Team)
- We have a large number of First Aid trained teaching assistants and lunchtime supervisors and we ensure staff are trained appropriately to support specific needs, e.g. diabetes, allergies
- If your child needs to take medicines for a short period of time only then a medical form will need to be filled in. These are available from the school office. Where medication is administered, staff record details of administration carefully.
- Where children can self-medicate, (E.g. asthma pumps), a specific form needs to be completed- these are available from the school office.
- If your child has more complex medical needs, then you will need to discuss those needs with the SENCo as a medical care plan may need to be produced for your child.
- In some cases, specialist training may also be required for the staff who will be supporting your child. This can be provided by specialist community nurses and other medical agencies.

What arrangements does St. Andrew's have for consulting with parents and pupils?

- Pupil voice' interviews form part of our monitoring process where small focus groups of children give their views on a variety of topic to the Leadership Team and Subject Leaders.
- The School Parliament invite the children to suggest improvements to the school through posted ideas in a class box, which are then discussed at meetings.
- The SENCo and/or class teacher will meet with pupils in order to get their views either during or before an APDR (Assess, Plan, Do, Review) meeting.
- We value working in partnership with parents/carers to gain better understanding of their child and involve them in all stages of their child's education. This may include supporting parents in understanding SEN provisions and procedures and enabling them to support the child at home with their learning. Parents are consulted during the writing of EHC plans, annual reviews, pupil passports and Assess, Plan, Do, Review (APDR) documents.
- APDR meetings happen termly with parents to review and set new targets on a child's learning plan at SEN support and high needs level.
- We welcome regular contact through emails and phone calls and home/school books where appropriate. Partnership with parents plays a key role in enabling children with SEN to achieve their potential. The school recognises that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them successfully.



What specialist services and expertise are available at or accessed by the school?

As a school we work closely with any external agencies which we feel are important to support your child's needs within our school, these include;

- The Educational Psychology Service
- Inclusion Line (access to inclusion support)
- Physical Impairment and Medical Support Team
- Hearing Support Team
- Vision support Team
- Speech and language Therapist
- Occupational Therapist
- Music Therapist
- Forest School Specialist
- Social Services
- The Ethnic Minority Achievement Service
- Education Engagement Service

There might be times when we also access more specialist services and these might include

- Alternative Provisions, e.g. Equine Assisted Learning, Otterhead Forest School, Boost Academy
- Primary Allocations Panel for outreach support from the Bridge School and/or Polden Bower Special School

What training have the staff supporting children and young people with SEN and disabilities had or are having?

- All staff have received Safeguarding Training.
- Staff have been trained in Positive Handling approaches and de-escalation techniques in order to support children with SEMH difficulties.
- A number of teachers and LSAs are trained to support children with medical needs such as diabetes.
- Some of our LSAs are trained in literacy and phonic strategies, ILI (Individual Literacy Intervention) and Spelling Development.
- A number of our teachers have had additional training in phonics through *Sounds Write and Unlocking Letters and Sounds*
- Staff have had training in Dyslexia awareness and creating a dyslexia friendly school
- Staff have had training on learning without limits and growth mindset
- Staff have had training on effective questioning and Precision Teaching
- Staff have had training on Attachment
- Staff have had training on emotion coaching
- Staff have had training on ADHD and classroom strategies
- Staff have had training on Autism Awareness and classroom strategies and are all trained at a **Good Autism Practice** level.
- Staff have received training in the use of the Thrive approach to support our most vulnerable learners
- Staff have received training in supporting pupils who have experienced trauma and domestic abuse
- Staff have had additional training in supporting pupils with sensory difficulties
- Some staff have had additional training in using *Drawing and Talking* to support a child through trauma
- The SENCo has a Master's degree in education which included specialist modules on Dyslexia and SEMH needs
- The SENCo, also holds the National Award for Special Educational Needs Co-ordination (NASENCo Award)

We are dedicated and fully committed to continuing professional development in order to successful support all the children in our school to learn and achieve.

How accessible is the school and how will my child be included in activities outside the classroom, including school trips?



- All areas of the school are fully wheelchair accessible. It is a flat site.
- The school site is wheelchair accessible with a large accessible toilet and an additional accessible toilet and changing bed.
- Our school site uses contrast colours and highlights to support visual impairments
- We work hard to make our school a neuro-affirmative environment
- We believe in full equality and equity for all children and, as such, all children are enabled to participate in all school activities. When planning trips, teachers ensure that the needs of all children are taken into account and that the trip will be suitable for all.
- A risk assessment is completed before any off site activities. This ensures that everybody's Health and Safety is not compromised. Occasionally for health and safety reasons it may be considered unsafe for a child to take part in an activity. If this should occur then an alternative activity will be provided within school which will cover the same curriculum area.
- Appendix 10 of our 'Supporting Pupils with Medical Needs' details the guidance we follow when planning trips with pupils who have disabilities. Advice from parents or carers is welcomed and essential on these occasions.
- Our school accessibility plan can be found on our school website <https://www.standrewsjuniors.co.uk/special-educational-needs/>

How will the school prepare and support my child to transfer to a new school or the school/next stage of education and life?

- The SENCo, Mrs Thomson liaises with the SENCos from other schools as appropriate. She meets with the SENCo of the secondary school in the autumn term to discuss pupils in Year 6 who need additional support and invites them to attend any Annual Reviews and APDR meetings. In the spring there is a further meeting, transition parent coffee morning and the individual needs of the children are discussed and transition plans and additional visits are agreed.
- In addition, we forward any reports written by specialists and any assessments that have been undertaken on the child. We also inform them of current provision, progress, attainment and needs. This also happens for children joining our school.
- For pupils joining us in Year 3, they have the chance of joining in with a 'buddy scheme'. Year 5 pupils are chosen to support the transition of new pupils from year 2 through extra visits, Q and A sessions and joint activities. This also means that when the pupils join us as Year 3 pupils in September they already have a Year 6 pupil that they know who can help and support them through the transition.
- The SENCo holds school transition tours during the school day and also after school to support those children who may need to visit at a quieter time due to their needs. The SENCo also holds Year 2 parent transition coffee mornings, transition meetings and an activity morning for the parents and their children with SEN ahead of move up day. This gives an opportunity for us to get to know you and vice versa. The children also have an additional time in our school getting to meet and work with our staff.
- Some children already at our school will also have an into their new classes if change is something that is difficult for them. This includes additional visits, social stories and sessions with their new teachers etc ahead of move up day.

Who can I contact for further information or to discuss a concern regarding my child's Special Educational Needs?

- The first point of contact would be your child's class teacher to share your concerns. Please email or call the school office who will pass your message on to the class teacher who will contact you.
Phone 01278 783558 Email Office@saja.theplt.org.uk
- If your child is on the SEN register you can contact the SENCo, Mrs Thomson
Phone 01278 783558 Email tamsin.thomson@saja.theplt.org.uk
- Somerset SENDIAS is an organisation that provides independent advice and support for families
Phone 01823 355 578 <https://sometersend.org.uk>
- For more information on the Local authority offer please visit the link below:
<https://choices.somerset.gov.uk/025/local-offer/>
- Somerset Parent Carer Forum is an independent group of parents/carers who have joined together to share information, their views and experiences of the children's/young person's services (0-25 years) they already use or would like to use in the future.
- Phone: 01278 699397 email: help@somersetparentcarerforum.org

