

SEN Information Report

In this report we aim to explain the processes and procedures we use to support children with special educational needs and disabilities. Most of this will be done through the use of Frequently Asked Questions (FAQ)



Currently the school's Special Educational Needs Coordinator is Emma Martin and she can be contacted through the school office. The governor responsible for Special Educational Needs and Inclusion is Jo Lappin and she can also be contacted through the school office.

If a parent is unhappy with any aspect of their child's education they should discuss this with the class teacher. If the situation cannot be resolved and it is felt a formal complaint is necessary, this should be done by contacting the Head teacher in the first instance.

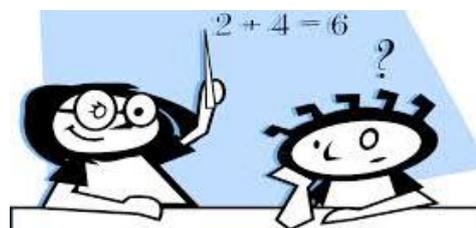
Moordown St Johns is located in the Moordown area of Bournemouth. We are a mainstream primary school providing education for pupils aged 4-11. We are a 2 form entry school with up to 30 children in each class.

We are a Church of England Primary School and exist to further the work of Christ through high quality learning and teaching. We believe that all pupils, staff, parents and governors are part of a community of learning, where standard and expectations are high and there is a real purpose in being part of the family of Christ.

At Moordown St Johns we aim to honour and fulfil the United Nations Convention on the rights of the child.

FAQ

How do the teachers know if children need extra help and what should I do, as a parent, if I think my child may have Special Educational Needs or Disability (SEND)?



The progress and attainment of each child is reviewed formally on a termly basis. This is done in consultation with the class teacher, the special educational needs coordinator and the deputy head teacher. Any child not attaining or not making progress is identified and strategies to support the child are discussed and implemented.

Class teachers are continually reviewing progress and the needs of the children in their care. They constantly review and adapt their strategies to ensure each child's needs are met and each child makes progress.

If a parent has concerns that have not already been identified they are welcome to discuss this informally with their class teacher or make a formally appointment with the school's SENCO (Special Educational Needs Coordinator). As a school we recognise parents are the people who know their child best and we always listen to parental concerns.

If we as a school have concerns about your child we will contact you to discuss this.

FAQ

How will your staff at your school support my child?



We offer support to children identified as having SEND in a variety of ways. This will initially be through class support through differentiated work. The class teacher is responsible for this. Most children's needs are met in this way. If the child's needs are not met in this way then an intervention may be offered. This is a small group of children working with a teaching assistant to go over prior learning and reinforce concepts that have been struggled with. If intervention is not successful of the child's needs persist then an IEP (Individual Education Plan) will be written and the child will receive support often on an individual basis to meet their needs. These three levels of support - classroom differentiation, intervention and individualised specialist work often work in conjunction with each other. Each child's needs are considered on an individual basis and a personalised approach is always used. The SENCO oversees all this work but the responsibility for progress remains with the class teacher. Parents are involved in every discussion at every stage of this process and are always informed about extra provision. The monitoring of this provision is the responsibility of the SENCO. All interventions and IEPs are planned, recorded and reviewed regularly. All staff at Moordown St Johns have experience and training support children with a variety of needs.

Currently we support children in school with speech and language difficulties, dyslexia, dyspraxia, ADHD, moderate learning difficulties, global developmental delay, autism, visual impairment and hearing impairment and a variety of medical conditions.

FAQ

How will the curriculum be matched to my child's needs?



Our aim is that children have access to a broad and balanced curriculum and class teachers plan and adapt lessons accordingly, so that all children can participate. In the upper school the children are set according to attainment levels in reading, writing and maths. This is usual practice but each cohort is considered on an individual basis and the needs of the children are always paramount. Setting enables even more refined differentiation to take place. Differentiation allows work to be matched to a child's level of attainment and enables each child to make steady steps of progress. Children who need individualised programmes have IEPs. In all cases it is the class teacher's responsibility to ensure each child in their class makes progress. The planning and provision for children with SEND is monitored by the school's SENCO.

FAQ

How will both the teacher and I, as a parent, know how my child is doing and how will you help me to support my child's learning?



Progress is reported to parents on a termly basis through termly written reports. There is an opportunity after each of these written reports to discuss its contents with the class teacher and the SENCO if appropriate. Nationally expected levels are reported. Children with IEPs have individual targets which are monitored at least termly. Sometimes more frequent contact is needed and this is discussed and set up on an individual basis. Some children have daily contact with home through home/school books or, in the case of children supported by one to one TAs (Teaching Assistants), through daily conversations. Regular homework is set, and parent meetings are held throughout the school year to offer advice to parents about how best to support their child. These are often subject specific and sometimes specific to a particular group of children, eg. how to support a dyslexic child with reading. At the end of the Key Stage 1 and Key Stage 2 all children are formally assessed using SATs (Statutory Assessment Tests).

FAQ

What support will there be for my child's overall wellbeing?



At Moordown St Johns we promote a Christian ethos through the teachings of Jesus: to love God and to love one another. We strive to promote Christian values of forgiveness, acceptance and responsibility. We celebrate that there is something wonderful and unique in every person and encourage in children a sense of awe and wonder about the world, and the school's behaviour policy and ethos promote well-being and inclusion of every child.

We use health care plans and intimate care plans to help meet the needs of individual children with medical needs.

We have a robust policy for providing medication of a child when it is needed - always prioritising the needs of the child. We have a named, highly trained school first aider.

We have several trained ELSAs (Emotional Literacy Support Assistants) in school who help to support emotion and social needs on a regular or one off basis for children experiencing emotional difficulties. We have a nurture group supporting children in Year 1 and Year 2 and interventions are offered in the same way to support emotional and social needs as they are to support learning needs.

FAQ

What specialist services and expertise are available at or accessed by your setting?



We have access to specialist support including a school nurse, school doctor, speech and language therapists, educational psychologist, OT (Occupational Therapist), physiotherapist, Vision Impaired Service, Hearing Impaired Service, LSS (Learning Support Service), CAMHS (Child And Adolescent Mental Health Service), bereavement counselling, children's' social care, education social workers and a variety of voluntary sector services. We aim to find support for children and families as needs arise. Our parent support worker helps in this process. Children with high levels of need are supported through Team Around the Child meetings where all professionals working with the child meet together to review and make plans for the future.

Several members of staff are trained in Team Teach which aims to support children experiencing emotional difficulties. Some staff are trained in using Signalong sign language and a regular Signing Club is held for staff and children. Other staff are trained in the delivery of specific intervention to support children with dyslexia, speech and language difficulties, memory difficulties, etc.

All teachers are trained and supported in delivering programmes provided by a specialist support agency eg. SALT (Speech and Language Therapy) or OT.

FAQ

What training to staff supporting children and young people with SEND have?



All staff have mandatory qualifications needed in order to work with children and many have undertaken more specialist training in order to support the children in our school. All staff have experience of working with children with a range of needs.

When a child joins our school with a complex need we seek training and advice from the relevant professionals we work collaboratively with, as outlined above.

FAQ

How will my child be included in activities outside the school including trips out?



All children will be offered full access to the curriculum and to any class activity outside of the classroom. Reasonable adjustments will be undertaken to ensure this inclusion. Appropriate risk management will be carried out as part of the planning of any visit outside of the classroom and then additional support will be put in place. This support could take many forms including a higher ratio of adults to children, modification of activities, etc.

FAQ

How accessible is the school environment?

The school is fully accessible including an accessible toilet. We have had a range of adaptation work carried out to enable the inclusion of children with hearing and visual impairments including acoustic treatment in classrooms and yellow lines marking edges. We have children from a variety of ethnic backgrounds. Where



English is not the first language spoken we will endeavour to find an interpreter to support the child and the family.

FAQ

How will the school prepare and support my child for moving onto the next stage of education. How will you increase their independence?



We have strong links with our local secondary schools and throughout Key Stage 2 our children are involved in visits to these schools to take part in lessons and special events. The Year 6 children have arranged visits to their secondary schools and some of the more vulnerable children are part of a transition group. This group works together for several months prior to transition. We recognise that some children find transition and change more difficult than others and these children are supported in transition from class to class through the use of extra visits and photo story books.

We work closely with Early Years placements to support transition into our Foundation Stage. This usually takes the form of a meeting between the Foundation Stage teachers and nursery staff to discuss existing support. If appropriate, further meetings take place between our SENCO and the SENCO of the Early Years setting. This is sometimes attended by a member of staff from the Local Authority if they have been involved in the provision of additional support.

FAQ

How are the school's resources allocated and matched to children's SEND?

The school budget, received from Bournemouth LA, includes money for supporting children with SEN. The Head teacher decides on the budget for SEN, in consultation with the school governors. This is based on the needs of the children currently in the schools. All resources, training and support are reviewed regularly and changes made as necessary.

FAQ

How is the decision made about what type and how much support my child will receive?

All decisions about additional support are made as part of the progress checking process. Advice is also sought from relevant professionals about specialist support. Views of the child, parent, class teacher and senior leadership team are all taken into account. Support provision is regularly monitored for impact. The aim of support is to remove barriers to learning and ensure maximum progress. All additional support is monitored by the Deputy Head and SENCO.

FAQ

How can I be involved?

Moordown St Johns welcomes involvement of parents in all aspects of school life. This may involve supporting your child with homework, helping on school trips or volunteering in school. Volunteers should speak to the Deputy Head Teacher in the first instance.

