

Parents' and Carers' SEND Information Report

This information report should be read alongside Peterborough City Council's [Local Offer](#).

At John Clare School we aim to develop in each child the knowledge, concepts, skills and attitudes that will enable them to be successful members of our society. We give high priority to the quality of care and nurture attitudes of mutual respect and responsibility within the school community.

John Clare Primary School provides a broad and balanced curriculum for all children. We do however recognise that some children either cannot or do not achieve in line with expectations and have barriers within their learning. This can be manifested in many different ways, ranging from difficulties acquiring and using new knowledge, concepts and skills to extremely low levels of self-discipline.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

At John Clare Primary School our Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Myatt and our Deputy SENDCo is Mrs Kefford.

1. What are Special Educational Needs?

SEND is a term used nationally for children who need any additional learning support that is different from, or additional to, that provided for other children of the same age within the school. These additional needs can be for a number of different things. Some of the areas you may hear mentioned when discussing your child's needs in school are:

- General learning difficulties – children whose learning progresses at a slower pace
- Speech, language and Communication needs (SLCN)
- Difficulties with reading, writing and/or spelling.
- Difficulties with motor skills and organisation.
- Difficulties with number work
- Dyslexia, Dyspraxia, Dyscalculia
- Autism Spectrum Disorder (ASD)
- Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD)
- Social and emotional difficulties.

The SEND Code of Practice states that there are four main areas which cover special needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

2. Who are the best people to talk to at John Clare Primary School about my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Mrs Myatt/Mrs Kefford, the school Special Education Needs Co coordinator (SENCo)/ Deputy SENCo. You may wish to arrange a meeting with the SENCo/Deputy SENCo and can do this via the school office: **01733 252332** or **office@johnclareprimary.org**

- If you continue to have concerns, you can arrange to discuss these with Mrs Nicolson, Headteacher.

3. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss their concerns. Alternatively, your child's class teacher may speak to you over the phone about your child's learning.
- A discussion may also take place at a parents' progress meeting.
- The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

4. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs or disabilities?

- We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your views, as well as the views of your child, in any difficulties they may experience with their learning.
- You will be able to share your views by arranging a meeting with the SENCo:
01733 252332 or office@johnclareprimary.org
- We will always endeavour to respond to your views, and where possible to act upon them.
- If your child has a *Statement* of special educational needs or an *Education, Health and Care plan* (EHCP) you and your child (where old enough) will be able to share your views at the Annual Review.

5. How does John Clare Primary School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At John Clare Primary School, we believe that your child's learning needs will first be met through the Quality First Teaching delivered by his/her class teacher.

- Regular professional development ensures that staff at John Clare Primary School are fully aware of how to cater for a range of Special Educational Needs.
- The SENCo is in regular communication with teaching staff to make sure that everyone is aware of what Special Educational Needs there are within the school and how to help support those needs in the classroom.
- The school is able to access training programmes from different Organisations. Such as Educational Psychologists, Speech and Language Therapist, and Autism Outreach.

6. How will the curriculum and the school environment be matched to my child's needs?

- At John Clare Primary School, we believe that your child's learning needs will first be met through the Quality First Teaching (QFT) delivered by his/her class teacher.
- We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children.

- Differentiation is built into all teachers' lesson planning and delivery. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching and feedback accordingly.

7. What types of support may be suitable and available for my child?

This will depend upon the nature of your child's needs and difficulties with learning. Our education provisions match the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

At John Clare Primary School, we have a 3-tiered approach to supporting a child's learning:

Level 1 - Quality First Teaching - this is the teaching your child will receive from his/her class teacher and may include some very minor adaptations to match learning needs. It also ensures that all teachers are aware of how to match these learning needs, through good communication and training systems.

Level 2 - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of:

- a) **Assessing** your child's needs
- b) **Planning** the most effective and appropriate intervention
- c) **Providing** this intervention and
- d) **Reviewing** the impact on your child's progress towards individual learning outcomes.

This intervention will be specifically targeted for your child and will either occur as a 1:1 session or with a small group of children. You will be kept informed of your child's progress towards learning outcomes. We may gather evidence from a variety of screening assessments and seek support from outside agencies.

Level 3 – it may be necessary to seek specialist advice and regular long-term support from a specialist professional. Sometimes the school will enlist the services of external professionals, such as: Support for Learning, Occupational Therapists, Physiotherapist, an Educational Psychologist, or services provided by the Local Authority. The school may need to prioritise referrals to these services. For very small number of pupil's access to these specialists may lead to an application for Higher Needs Funding and / or a Request for Statutory Assessment. This in turn may lead to a child having an EHC Plan.

7. What services does the school access to support children with SEND?

At John Clare Primary School we can access a range of additional services to support the individual needs of children. These include:

- Local Authority Services e.g. Autism Outreach Team, Pupil Partnership Officer, Pupil Referral Service, Early Help Team, Children's Social Care.
- Cambridgeshire and Peterborough Health Trust Services e.g. Community Paediatricians, ADHD Team, Neurodevelopment Service, Physiotherapy Service, Paediatric Occupational Therapy Team, Speech and Language, School Nurse, CAMHS (child and adult mental health)
- Specialist Services e.g. Support for Learning. The team can be involved in offering specialist advice in supporting children with specific learning difficulties (literacy and maths) and completing individual assessments. These assessments are in addition to internal assessments that can be carried out in school. The SENDCO, working with parents, will decide which children are a priority for assessment by Support for Learning.
- Educational Psychologist services may also be accessed. Parents will be asked to agree to a child being discussed with the Educational Psychologist and will be able to attend consultation meetings.

8. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. Their progress will be closely tracked and fed back to parents throughout the year.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

9. What is an EHC Plan and who can request one for my child?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older and prepares for adulthood.

An EHC Plan will:

- detail the views and aspirations of you and your child,
- give a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of agreed
- outcomes

You, your child (where appropriate and aged 16 and over) and/or the school can request that the local authority conduct an assessment of your child's needs. If the school is making a referral, this will be done by the SENCo. This may lead to an EHC Plan. Anyone currently with a Statement will have it transferred to an EHC Plan.

10. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning. You can discuss these with your child's teacher.
- The SENCo / Class teacher may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child. Please contact the SENCo to arrange an introduction.

11. How is support allocated to children and how do they move between the different levels of support in school?

- John Clare Primary School receives funding, which includes funds to support the learning of children with SEN and /or disabilities.
- The Headteacher, in consultation with the Governors, decides the budget for SEN provision on the basis of the needs of the children in school.
- The Senior Leadership Team discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

12. How will the school know that the support has made a difference to my child's learning and how can my child and I be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

13. What support will there be for my child's happiness and well-being at John Clare Primary School?

- At John Clare Primary School, we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that your child's Class Teacher, the Teaching Assistants and the SENCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's Class Teacher if you have any concerns.

14. How is my child included in all the same activities as his/her peers at school?

- John Clare Primary School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.

- When necessary, the school will make reasonable adjustments to ensure that children with SEN and / or disabilities are included in all activities.
- You should also feel free to contact your child's Class Teacher if you have any concerns.

14. How will John Clare Primary School support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from to ensure we know as much as possible about the support needs of our new pupils.
- We are able to discuss any individual needs with the relevant teachers and share how best to support your child in school.
- At John Clare Primary School, we take care to ensure that during transition points (between classes, at the end of each year and at the end of Key Stages) all staff are aware of individual pupils' needs, learning progress and the best strategies to support their learning. This happens through effective use of data, an opportunity for teachers to meet and "hand-over" information about their pupils and strong systems of reporting progress.
- If your child has an EHC Plan, we will participate in and/or facilitate his/her annual review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.

15. Who can I contact if I have a complaint about the SEN provision made for my child?

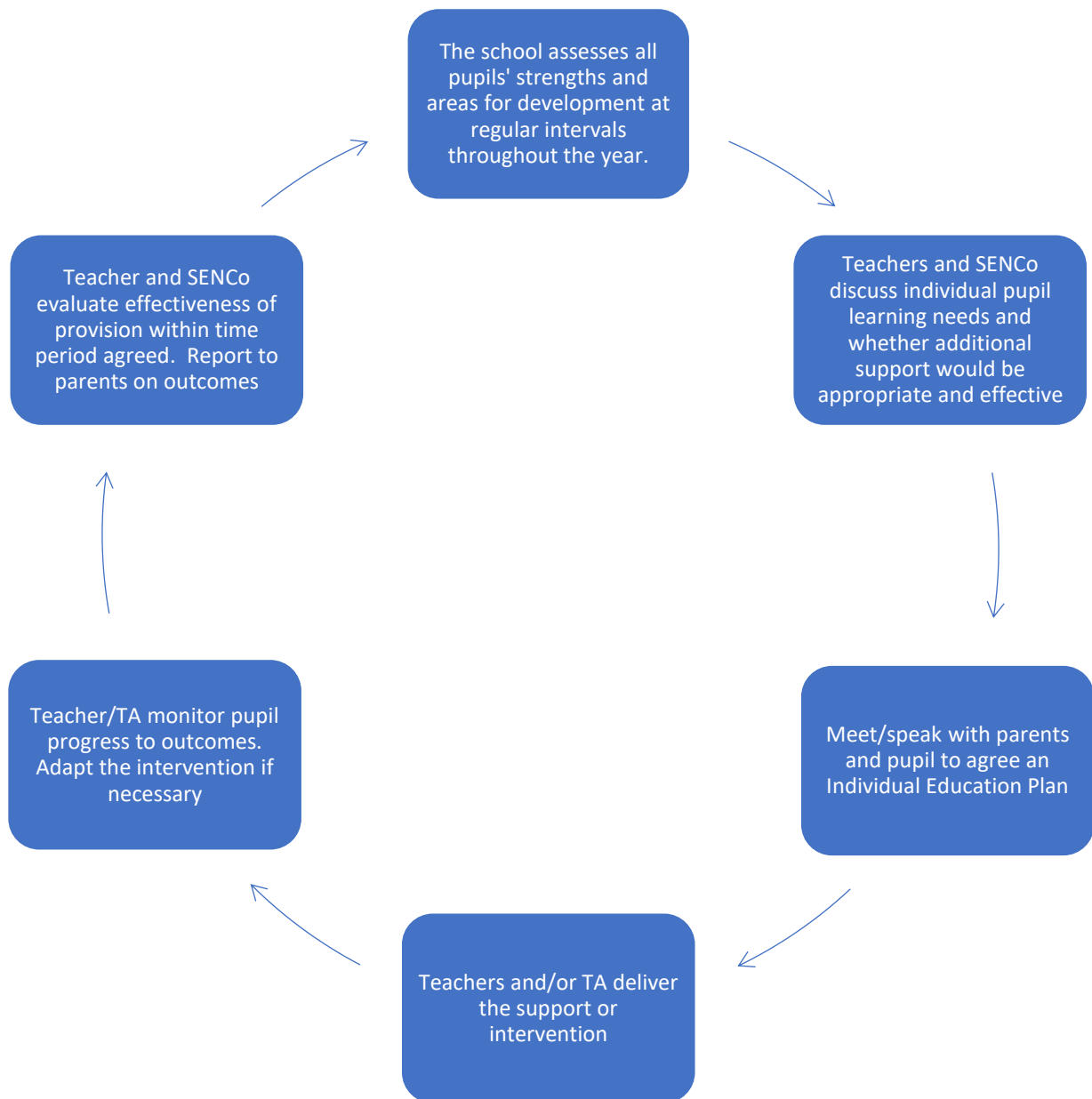
- Initially, speak with your child's Class Teacher and/or the SENCo/Deputy SENCo. We are confident that they will be able to help.
- Should you still have concerns, please contact the Headteacher, Sarah Nicolson.

16. If I have any other questions about my child's learning while they are at John Clare Primary, who can I ask?

At John Clare Primary we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- The Class Teacher
- The SENCo
- The Headteacher

John Clare Primary School Provision Map



Roles and Responsibilities at John Clare Primary School

- **Class Teacher** - the person responsible for teaching your child for most subjects.
- **Teaching Assistant** - a member of staff who supports the teacher to get the best learning outcomes for students in class, they may give focused 1:1 support or small group work to students to support them in their school life, including in-class support.
- **SENCo** - Special Educational Needs Coordinator (Mrs Myatt/Mrs Kefford), responsible for the overall provision of support for students with SEND.

John Clare Primary School SEND Provision Map			
Area of need	Quality First Teaching	Level 2	Level 3
Cognition and Learning	Differentiated curriculum planning. In-class targeted teacher support. Visual timetables and visual aids. Use of writing frames / pencil grips. Coloured acetate rulers Use of differentiated resources. Access to ICT. Team teaching/modelling. Access to whole-school homework clubs.	Phonic catch- up interventions. Dyslexia screening (lucid program). Catch-up reading interventions. Numeracy interventions- 1 st class @number. Support for spelling – onset and rime. Revision booster classes. Targeted in-class support from TA.	Small group or 1:1 literacy and/or numeracy support. Reduced/increasingly individualised timetable. Advice from an Educational Psychologist. Advice sought from another type of Advisory Teacher. Support for Learning.
Communication and interaction	As above (cognition and learning). Use of modified language. Use of symbols. Structured school and class routines. Provision of a communication friendly environment.	Targeted in-class support with focus on speech and language. Use of additional ICT. Use of Southfields Pack -Speech and language resource.	Small group or 1:1 support for language. Social skills group. Advice from Educational Psychologist and Speech and Language therapist. Support for Learning.
Social, mental and emotional health	Whole school behaviour policy, rules, reward and sanction systems. Circle time. Play pals at lunch times. PSHE-focused work. Social and Emotional Aspects of Learning (SEAL).	Group circle time. Work related learning. In-class support for supporting behaviour targets/access/safety. Use of social stories/emotion games Access to support programs: Play buddies,	Small group or 1:1 support for social skills. Individual reward system. Social skills training or anger management. Advice from Educational Psychologist and Autism outreach. Support for Learning.
Sensory and physical	Flexible teaching arrangements. Writing slopes, pencil grips. Air cushions Fidget mats	Additional keyboard skills training. Additional fine motor skills practice. Sensory circuit (Energise) 4 x week for targeted children. In-class support for supporting access/safety.	Individual support for appropriate subjects (e.g. PE,) in class or during lunchtime. Access to ICT hardware and software to support. Advice from Occupational Therapist, Physiotherapist. Support for Learning.

