



Rowhams St John's CE Primary School – SEND Information Report

Rowhams St John's is currently a one-and-a-half entry mainstream primary school (4-11). We believe that every child is an individual and as such we provide a learning environment where every child's needs are addressed.

A. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Rowhams St John's Primary School children are identified as having Special Educational Needs and/or a disability (SEND) through a variety of ways including the following:-

- Liaison with Early Years settings/ previous schools
- Child performing below age expected levels
- Concerns raised by parents/carers
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician

B. HOW CAN I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child's class teacher or Special Educational Needs and Disabilities Co-ordinator (SENDCO), Deputy Headteacher or Headteacher
- We value partnership with parents and therefore we believe it is important to build open and honest positive relationships between school and home

C. HOW WILL ROWNHAMS ST JOHN'S SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- Our SENDCO oversees all support and progress of any child requiring additional support across the school
- In consultation with the SENDCO, the class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. Children with an Education, Health and Care Plan (EHCP) or SENSEA funding may have an identified adult to support them in achieving specific targets.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents normally on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress. The frequency of these meetings will be determined by a child's needs.
- For further information the SENDCO is available to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED IN SUPPORTING CHILDREN WITH SEND AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCO reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.



D. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class, and on occasions this can be individually differentiated.

E. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- Rownhams St John's offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- Good two way communication is vital, both verbal and written. Children's reading diaries are useful as a home school link and School Dojo.
- If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have individual targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or may undertake statutory assessment leading to provision of an Education, Health and Care Plan (EHCP). As such, more formal meetings involving external agencies will take place to discuss your child's progress and a report will be written.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- At Rownhams St John's we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of different standards.
- Children who are not making expected progress are picked up through Pupil Progress meetings with the Class teacher, SENDCO and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

F. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- Rownhams St John's is an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.

Rownhams St John's has a fully accessible disabled toilet and a therapy bed for physiotherapy.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- Rownhams St John's also has at three members of staff who are trained ELSAs, (Emotional Literacy Support Assistants) one of whom is also a Child Family Support Worker. They work under the direction of the SENDCO, with vulnerable children and parents during the school day,



HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- Rownhams St John's has a policy regarding the administration and managing of medicines on the school website. (As part of the Health and Safety policy)
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day. Appropriate documentation will need to be completed.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- At Rownhams St John's we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. The policy regarding behaviour is on the school website.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written to identify the specific issues, put relevant support in place and set targets. External agencies may be consulted to support this process.
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. The incident is recorded on a monitoring form.
- Attendance of every child is monitored on a daily basis by the Admin team. Lateness and absence are recorded and reported upon to the Head teacher. We aim to intervene and offer support early if difficulties are identified. The Child Family Support Worker will also support. In order to support punctuality and good attendance, we offer a breakfast club from 7:45am.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Rownhams St John's considers it important that each child is able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children on the SEND register who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- If your child has an IPA (Inclusion Partnership Agreement) or EHCP their views will be sought before any review meetings.

G. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCO has been awarded the MA SEN accreditation award.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

Primary Behaviour Support; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, CAMHS (Children and Adolescent Mental Health Service), physiotherapists and occupational therapists; Social Services including - Locality Teams, social workers and Educational Psychologists.

H. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have two members of staff trained as an ELSA who receive regular support from the Educational Psychologist.
- One member of staff has had training in delivering Speech & Language programmes from Speech & Language therapists.



- One member of staff is trained in dyslexia screening (DEST).
- Four member of staff have had training to deliver basic Occupational Therapy (OT) support.
- Currently eight members of staff are Team Teach trained to support children with behavioural difficulties.
- All of our LSAs have had training in delivering reading and spelling / phonics programmes.
- All members of staff have regular safeguarding training. The Headteacher is the Designated Safeguarding Lead and there are two deputies.
- As of the 7th January 2019, fourteen support and admin staff have had Emergency First Aid training and in addition, two members of staff have an Advanced Paediatric First Aid at Work qualification and one admin member of staff has is Schools' First Aid qualified.

I. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

J. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is on a split level site from KS1 into KS2 with ramps at specified fire exits. Our all-access policy is part of the SEN policy document on the school website.
- Where necessary, we liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

K. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting to be shown around the school. When starting in the Reception class, they will be invited to attend a series of 'Stay and Play' sessions, as well as receive a home-visit from our Early Years staff. Where possible, a visit to the child's pre-school provision will take place. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. At our 'feeder' secondary school, The Mountbatten School, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or EHCP will be used as a transition meeting during which we will invite staff from both schools to attend.

L. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?

- We ensure that the needs of all SEND children are met to the best of the school's ability with the funds available.



- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA.

M. HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENDCO will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to achieve age expected levels.
- This will be through on-going discussions with parents.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and ensuring they are being met.
- The child is making progress academically against national/age expected expectations and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the class teacher, parent and pupil.
- Children may move off of the SEND register when sufficient progress has been – this will be discussed with parents.

N. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet our SENDCO (Mrs Jo Marchant), our Deputy Headteacher (Mrs Phillips) or our Headteacher (Tim Woodford).
- You could also contact our SEND Governor, or Chair of Governors (contact our office for details)
- You could also look at the SEN policy on our website.
- Contact Parent Partnership - www3.hants.gov.uk/parentpartnership
- Contact IPSEA (Independent Parental Special Education Advice) -www.ipsea.org.uk/

Hampshire Local Authority Local Offer – this can be found online.

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin office to arrange to meet the Head teacher or SENDCO, who are happy to discuss how the school could meet your child's needs.

Parent Comments:

'Covers everything...without too much technical jargon.'

'Clear and informative'

'Useful for parents so they can be assured.'

Review date: December 2018