

# ST LAURENCE JUNIOR ACADEMY

## SEN INFORMATION REPORT

2020/21.

<b>SENCO:</b> Mrs Linda Sladden	<b>SEN Trustee:</b> Mrs Sue Booker
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<b>SEN Policy:</b> <a href="http://www.stlaurencejuniors.co.uk/about-us/policies">http://www.stlaurencejuniors.co.uk/about-us/policies</a>	
<b>Number of children receiving SEN support:</b> 41 children 21%	
<b>Breakdown of support:</b> All SEN 41 children 21% SEN support: 31 children 16% EHCP 10 children 5%	
<b>How does the school identify and assess children with Special Educational Needs?</b> Children often start at St Laurence having already been identified as having Special Educational Needs at their Infant School. Children are continually assessed by teachers and all children are discussed at pupil progress meetings. If a child is performing below 'age expected levels' or struggling with their behaviour or emotionally, then further assessments may be carried out to determine any additional support that may be necessary, including identifying if a child has Special Educational Needs. Teachers or TAs may raise concerns that a child is not making as much progress as their peers or their behaviour is affecting their performance. This might be during Pupil Progress meetings or at any point that teachers feel is necessary through a discussion with the SENCO. Parents may also raise concerns about their child. If necessary referrals to external agencies may be under taken with parental consent.	
<b>What kinds of SEN does the school provide for?</b> St Laurence will try where ever possible to meet the needs of any type of SEN. Needs generally fall into one of four categories: <b><u>Communication and Interaction</u></b> – <i>this may include children who have difficulties in expressing themselves and understanding what is said. Children with ASD may fall into this category.</i>  <b><u>Cognition and learning</u></b> - <i>this may include difficulties acquiring and retaining basic skills. Specific learning difficulties such as dyslexia or dyscalculia may require a child to be on the SEN register.</i>  <b><u>Social, emotional and mental health</u></b> – <i>this may include difficulties with relationships, anxiety and/ or behaviour difficulties that may include ADHD.</i>	

**Sensory and/or physical needs-** *this may include visual or hearing impairment or motor skills difficulties. Children with health needs that have a significant impact on their ability to access learning may come under this category.*

St Laurence will liaise with outside agencies to determine the best support and if necessary following advice, apply for an Education, Health Care Plan.

**What additional support is available for improving Emotional and Social development? What measures are taken to prevent bullying?**

St Laurence has a strong Pastoral Team who are able to spend time with a child to support them when they are finding things difficult. Children may be mentored by a key member of staff to support them when needed. Additional support is available for some children who find lunch times difficult so that the time spent outside is reduced to a manageable time and activities are centred around developing the skills to manage outside. Playtimes and lunchtimes are supervised by members of staff who know the children well. The children have access to play equipment and a sports coach arranges activities for the children to take part in. Any child who approaches a member of staff about any form of unkindness will be taken seriously and the incident will be fully investigated. When appropriate, Restorative Justice meetings will take place. Any form of bullying is taken very seriously and measures are put in place to support both the harmed and the harmer to prevent situations from escalating.

The Pastoral Team are available to give children a time to talk or time to calm down.

Transition information was gained from our feeder infants school and this included meetings with the year 2 teachers and the SENCOs.

The SENCO attended transition review meetings for two children with EHCPs.

**What provision is available to support children with Special Educational Needs?**

In the first instance, all work will be differentiated to a child's level so that they are able to access learning according to their needs. Support may be also given through the use of additional resources or equipment.

Additional support in the form of literacy, numeracy, speech and language or social and emotional work may take place in a small group or one to one with a teaching assistant if necessary.

Children with emotional or behavioural needs may receive support through talk time and/or mentoring. St Laurence uses various rewards to promote positive behaviour and effort.

The learning environment may be adapted as necessary to meet an individual's needs, this may be by changing seating position in the classroom, using different coloured backgrounds for the board, or using additional equipment such as a writing slope or maths manipulatives. Some children may need to have tasks broken down into smaller steps to enable them to cope. The use of technology may be used where appropriate.

**How is the effectiveness of provision for children with Special Educational needs evaluated?**

The Senior Leadership Team, regularly carry out observations of teaching, look at books and carry out termly pupil progress meetings to discuss children's needs.

Interventions are regularly reviewed and progress of each individual child is evaluated to decide whether further or a different intervention is needed. The SENCO observes the provision within class and withdrawn interventions for children with SEN.

**How will the school let parents know if they have concerns about their child?**

If we have any concerns about a child, the class teacher or the SENCO will contact parents to discuss their child's needs. This will be in addition to themed year report and parent consultation evenings. Parents can make an appointment with either their child's teacher or the SENCO at any time via the school office.

**What should parents do if they have concerns that their child may have Special Educational Needs?**

If parents have any concerns, they should initially speak to the class teacher and/or the SENCO. They can make an appointment to speak to any member of staff by phone, or coming into the school office.

**How will a child be able to communicate and contribute their views about their learning and needs?**

Children are asked their views on their learning through feedback in their books. They can talk to any member of staff. Teachers will regularly check with children to ensure they are feeling comfortable with their learning. Children also complete a My Feelings questionnaire, which gives an overview of if a child is feeling happy in school.

**How will children with SEN be included in activities outside of 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 and may discuss this in advance with parents. It might be appropriate and necessary for a parent/carer to accompany a child on a school trip, depending on the child's individual needs. A number of afterschool clubs are run on a voluntary basis by staff and we aim for these to be as inclusive as possible.

**Expertise and training of staff to support children with Special Educational Needs.**

The SENCO has achieved The National Award in Special Educational Needs Coordination. She has also achieved an Accredited Level 5 – Certificate in Dyslexia; Literacy Support and Intervention.

The SENCO has attended training in Talking Partners, speech and Language intervention. The SENCO attends meetings of the Local Inclusion Forum Team and local SENCO groups to keep up to date with good practice.

St Laurence has an Autism Champion who has undertaken additional training to enable her to support children with ASD and to advise staff on how to best support children with autism.

Teaching Assistants have received training in a variety of areas and interventions including, Speech and Language, Read Write Inc, 1<sup>st</sup> Class @ Number, Success at Arithmetic, Precision Teaching, Restorative Justice, Fizzy, Sensory Circuits, Attachment training and the use of Communicate in Print.

**How does the school involve other bodies including Health and Social Care?**

If for any reason a child has a barrier to learning or Social, Emotional or Mental Health Needs, the school may involve agencies such as: a counsellor, speech therapy, specialist teaching services, Children's Mental Health services or a Community paediatrician. (this list includes the most common agencies used but others will be engaged as necessary) If necessary, support for parents may be engaged such as Early Help. Whenever there is a safeguarding concern a referral to Social Care may be deemed necessary. This would normally be with parental consent but if this could prove detrimental to a child's safety will be done without.

**Progress made by pupils with SEN.**

**Data is teacher assessment only due to SATs test being cancelled due to Covid-19**

End of Key stage (year 6 teacher assessment)

- 46% achieved expected standard in Reading
- 36% achieved expected standard in Writing
- 46% achieved expected standard in Maths

End of Key stage progress

- 64% made expected or better progress in Reading
- 64% made expected or better progress in Writing
- 91% made expected or better progress in Maths.

- Yr 3,4,&5

SEN pupils making expected or better progress in reading 63%

SEN pupils making expected or better progress in writing 53%

SEN pupils making expected or better progress in maths 67%

**Interventions:**

The most successful interventions were:

**Precision Teaching, Spelling Tutor, Fluency Builder, BRP, Phonics and Pre teaching.**

**How will the school prepare and support my child when joining the school or transferring to secondary school?**

All children joining in year 3 will visit the school for a full day. Any children requiring additional transition will visit with either their Infant school staff or a parent. Transition meetings take place between class teachers, SENCO and FLO from the feeder infant schools and St Laurence. If necessary, a transition booklet containing photos and information is given to a child to look at, to reassure them before starting.

When transferring between year groups some children may have additional transition such as meeting with their new teacher, visiting their new classroom and/or a transition booklet.

For children transferring to secondary school additional transition can be arranged with the receiving school. Information about any Special Educational Needs is shared between SENCOs. Many secondary schools run their own transition programmes and parents are advised to contact the secondary schools directly.

**Who can parents contact for more information?**

Please speak to the class teacher in the first instance. Further information is available from the SENCO.

Kent County Council's Local Offer, outlining services available for children and young people with Special Educational Needs can be found at:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

**If parents have a complaint about the SEN provision made at the school:**

Parents should speak first to the class teacher. If they still feel the need to discuss matters further, then contact the SENCO.

After this, the Headteacher would be contacted. If the issue is still unresolved then the Chair of Trustee would be contacted.