



Disability and SEN information report

Date agreed by school	September 2022
Date for next review:	September 2023



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1. What kinds of SEND does John Ball Primary School provide support for?

John Ball Primary School recognises the value of being a truly inclusive school where all members of the school community feel valued as individuals and children learn, mix and become friends with others of differing abilities and from a range of different family backgrounds and circumstances.

The four broad areas of need, as identified in the SEND Code of Practice (2015) are:

- Communication & Interaction
- Cognition & learning
- Social, Emotional & Mental Health
- Sensory and/or Physical Needs

Our school provides support for children whose needs may fall into one or more of these categories.

2. How do we identify pupils with SEND and assess their needs?

Class teachers use a wide variety of ways to identify children who may need additional support. If you have concerns about your child's progress, you should first speak to your child's class teacher.

Our school uses Arbor to monitor the progress and attainment of children. All children are discussed in termly pupil progress meetings. Based on the concerns of staff and/or parents, a child may be identified as needing additional support and the first step is for the class teacher to complete an Early Intervention Assessment (see our SEND Policy).

When a child is identified as needing additional support, the SENDCo will become involved and may carry out specific assessments or refer your child to a specialist for support either from within the school or externally. This will be discussed with parents and carers first.

A more thorough explanation of this process is outlined in the school's SEND Policy, available on the school's website. A hard copy may be requested from the school office.

The Assistant Head for Inclusion/SENDCo is Catherine McNerney, who can be contacted via the school office or at cmcnerney@johnball.lewisham.sch.uk

3. How do we involve parents/carers and pupils in their education?

We have an open door policy and we will always make ourselves available within a reasonable timeframe to discuss your child's needs.

We listen to what parents and carers tell us about their children and we use that information to make sure everyone who works with a child understands their needs.

We ensure that termly Parent & Teacher Interviews (PTIs) and review meetings are arranged at a convenient time.

Children who are on the school's SEN Support list and those who have Education, Health and Care Plans (EHCPs) have a provision map, which will be discussed and shared with parents.

If there is something we think it would be useful to discuss with parents and carers, in between PTIs we will do that. We give regular feedback – and opportunities to celebrate successes – throughout the term, as part of our usual practice. If there is something you'd like more feedback or information on, please let us know.

4. In what ways do we assess and review progress?

Through day-to-day high quality teaching and learning, children are continually assessed and teachers' planning responds to this.

For particular children more in depth assessments may be required. Some of these can be carried out by our inclusion team who have had specific training to do so. Sometimes we ask external agencies to carry these out. This is particularly in the case when we may be considering applying for an Education, Health and Care Plan (EHCP).

EHCPs are formally reviewed annually and all adults, including parents and carers, involved in the education of the child invited.

All children are formally assessed at the end of Early Years, Year 1 (phonics testing), and there are end of Key Stage 1 and Key Stage 2 statutory testing (SATs).

5. How do we support pupils to move between different phases of education?

We understand that transition is a crucial time for children and so transitions are carefully managed both within and across settings.

We plan transitions well in advance to ensure that the transitions can be made successfully.

A programme of meetings and visits is organised and these will involve the child and parents and carers, as well as relevant professionals. The programme will vary according to the particular needs of the child but will usually involve a visit from the new setting's staff as well as a visit to the new setting by the child.

Transition books may be made, for example for children with ASD, providing photographs and visual prompts to support the process.

Information is always transferred securely, either by internal or signed for mail.

Our year groups are split at the end of Y2 and the end of Y4. Transition is managed in the same way for this internal transition as above.

6. What is our approach to teaching pupils with SEND?

Class teachers know the profile of their class and individual needs and learning activities are planned to match children's learning needs.

The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.

Classes are well resourced and for children with additional needs, specialised equipment such as writing slopes, visual prompts and more specialised equipment, if required.

All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

Where additional needs of a child have been identified, they may receive additional support in the classroom, or interventions outside of the classroom. Additional support can be provided by the class teacher or by the inclusion team, which includes our Communication & Interaction team and our Cognition & Learning team.

7. How do we adapt the curriculum to meet the needs of your child?

In most cases, a child's needs will be addressed through high quality teaching in the classroom. Our universal offer for children can be seen on the JB offer document (appendix A).

We respond to children's individual needs and adapt our teaching styles, environments, resources and groupings to meet these needs. This enables us to personalise the learning. Examples of adapting the curriculum includes exploring alternative ways for children to record learning if writing is a barrier and giving children scaffolded questions and visuals for extended writing tasks.

The staff team continuously work to identify successful ways to adapt the curriculum and share best practice regularly in staff meetings.

8. How are staff in the school helped to support pupils with SEND?

The Assistant Headteacher for Inclusion, the Assistant Heads for EYFS, Y1- 3 and Y4 - 6 and the Inclusion Team support staff in planning for children with SEND.

Staff training happens regularly on a formal basis or as 'pop-up' training, offered in relation to specific needs / aspects of SEND.

Training may be from an external provider, tailored and delivered 'in-house' or delivered from link specialist outside agencies such as Educational Psychology or Drumbeat ASD outreach.

The training needs of staff are regularly audited.

9. How do we evaluate the effectiveness of provision?

We use the 'Assess, Plan, Do, Review' cycle, as outlined in the SEND Code of Practice (2015) for all teaching and learning. Reviewing provision is part of our everyday practice and takes place not only in our termly pupil progress meetings, but also in response to every lesson. We are continuously assessing, responding to what the children tell us and adapting our provision based on this.

10. How are pupils with SEND enabled to engage in activities available to pupils who do not have SEND?

In supporting children with SEND, we adhere to the guidance detailed in the Equality Act 2010. Whenever possible we provide additional support so that children can be as fully involved as possible. We will risk-assess and if possible make the adaptations needed in order to meet individual needs. Where appropriate, additional funding may be used to support families with the cost of trips and residential. The accessibility of venues and the ability for all pupils to take part in trips is carefully considered during the planning stages.

11. What provision is available to support social and emotional development?

Emotional well-being is supported by making sure that children who find change difficult are well prepared for any changes or transitions.

The Communication and Interaction team use a range of strategies and interventions to promote wellbeing (see Appendix A)

We have a professional therapy service based in-house, which provides some children with weekly therapy sessions. This is overseen by Maria Valkova (SEND Administrator). We also have a Communication and Interaction team, led by Shane Irwin, who can support children on a short-term or longer-term basis. Our Pastoral Care Manager, Debbie Parish, also supports children and their families and provides pupils with a space to talk.

During lunchtimes, support is available through the Playtime Associates.

12. Who are the other professionals who may be involved with my child at school?

After assessment and discussion with the school team, parents & carers, a range of other professionals may be contacted for support. They include:

- Education Psychology
- Drumbeat ASD outreach service
- Speech and Language therapy services
- Sensory Service Team
- Outreach Inclusion service (for children Social, Emotional and Mental Health difficulties)

- Multi-Agency Safeguarding Team (MASH)
- Virtual School (for Children who are Looked After)

13. Arrangements for handling complaints re: SEND

We value open communication and staff and school leaders are readily available to discuss areas of concern. If you are unhappy about something in relation to your child's SEND requirements and the way their needs are being met, please contact their class teacher in the first instance or Catherine McNerney, the Assistant Headteacher of Inclusion. We'd like to hear from you, as we're committed to ensuring that each child at John Ball fulfils their potential.

It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding. However, we have a formal policy for dealing with more serious concerns and complaints if issues cannot be resolved through discussion. A copy of the school's complaints procedure can be found on the school website.

14. Further information

Further information on SEND provision can be found in the following policies & documents:

- Accessibility Policy
- SEND Policy

All the above can be found on the school website or hard copies can be requested from the school office.

Please also see the school website for SEND parent events coming up.

APPENDIX A

John Ball Offer

At John Ball Primary School, we believe in achievement, ambition and progress for all.

- We aim to meet the needs of individual pupils through highly effective learning and teaching. This is termed High Quality Teaching.
- There will be an emphasis on the early identification of needs through supportive and preventative strategies, with barriers to learning being addressed through creative and flexible planning. A provision map may be started to capture any personalisation being made for the child.
- We work in a flexible way and develop effective partnerships with pupils, parents/carers and specialist staff including: Assistant Headteacher for Inclusion; Pastoral Care Manager; Communication and Interaction Lead and Cognition and Learning Lead; trained support staff and external professionals, as well as the Education Authority, to ensure we can effectively meet a broad range of needs.
- There is a thorough and child-centred process in place for the planning and review of additional support for all children within the school.
- We have rigorous systems in place to monitor pupil progress, aid academic and personal achievement and remove barriers to learning. We use self-evaluation and reflection in order to develop and improve our capacity for meeting the needs of all pupils, including those with SEND.

Universal - Available to All

Need identified and support provided through Class Teacher

This will be informally monitored each week through reflective classroom practice and formally monitored through pupil tracking meetings.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and Physical</u>
<p>Inclusive learning environment.</p> <p>Explicit vocabulary teaching.</p> <p>Lots of opportunities for talk to support learning and interaction within the curriculum.</p> <p>Opportunities for high quality play.</p> <p>Visual timetable available and used for whole class.</p> <p>Now and Next structure.</p> <p>Speech and Language Therapy Drop in sessions available at Kaleidoscope.</p>	<p>A high quality curriculum, differentiated to meet need.</p> <p>A range of Literacy and Numeracy software including Sum Dog, Wordshark and Numbershark.</p> <p>Dyslexia friendly learning environment e.g. non-white paper and background on whiteboards.</p> <p>Left-handed resources and seating with room to write.</p> <p>Workstations, screens, sand timers and task management boards to develop focus and attention.</p> <p>Working wall displays demonstrating key aspects of core learning.</p> <p>Alternative ways of recording e.g. drawing, recording, dictating, typing.</p>	<p>PSHE curriculum.</p> <p>SRE curriculum.</p> <p>Whole-school Zones of Regulation.</p> <p>Eco Committee.</p> <p>Pupil Voice.</p> <p>Forest School.</p> <p>Bullying Intervention Training (BIT).</p> <p>Growth Mindset approach.</p> <p>Supportive and constructive feedback on learning.</p> <p>Movement breaks.</p> <p>Visual timetable available and used for whole class.</p> <p>Now and Next structure.</p> <p>Talk-time appointments with Communication and Interaction team.</p>	<p>High Quality PE curriculum.</p> <p>Writing slopes.</p> <p>Pencil grips.</p> <p>Wiggle cushions.</p> <p>Fiddle toys.</p> <p>Adapted scissors.</p> <p>Movement breaks.</p> <p>Weighted blankets.</p> <p>Occupational Therapy Drop in sessions available at Kaleidoscope.</p>

Targeted - Available to those that need it

Alongside our inclusive High Quality Teaching, the following additional and different support for children with SEND or suspected SEND.

The need for a targeted provision will be identified through discussion with class teacher, parent/carer and the Assistant Head for Inclusion. Referral to the Inclusion Team will be through an Early Intervention Form (see SEN Policy)

This will be informally monitored each week through reflective classroom practice and in weekly Inclusion Meetings. Intervention will be recorded on Provision Map and will be formally reviewed termly by the class teacher, HLTA for Communication & Interaction and/or Cognition & Learning, the AHT for Inclusion and parents/carers. At a formal review, it may be decided that the child has met their targets or that the child moves onto SEN support, which acknowledges that a child requires a higher-level of SEN provision for a longer period of time.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and Physical</u>
Individual visual timetable. NELI groups in EYFS. Small group phonic support. Specific speech and language groups. Personalised social stories. Lego therapy. Social skills groups e.g. Talkabout, Language for Thinking. Peer mentoring. Shared interest group. Peer Social Group. Nurture Nest (EYFS/Y1) The Burrow (KS1/KS2)	Precision Teaching. Touch-typing. 1:1 reading and phonics with detailed and specific records. Small group reading recovery, phonics learning and a phonics into writing programme. Assessment for learning assessment by HLTA with OCR (level 5) dyslexia training (this is not a dyslexia diagnosis assessment). Targeted PiXL intervention groups for Year 5 and 6. Personalised arrangements for SATs and transition.	Morning meet and greet. Sensory circuits. Personalised behaviour support programme. Positive Behaviour Plan. Zones of Regulation. Individual visual timetable. Social skills groups e.g. Talkabout, Language for Thinking. Support, advice and assessment from the Virtual School (for Looked After Children). Referral to Kidscape ZAP training (for those who have experienced bullying) 1:1 and small group work onsite with trained therapists. Peer mentoring. Shared interest group. Peer Social Group. Nurture Nest (EYFS/Y1) The Burrow (KS1/KS2)	Occupational Therapy and Physiotherapy referral via Local Authority. Medical care plan written with Pastoral Care Manager. Liaison with a range of medical professionals as needed. Mobility and Care plan management.

Complex

Available to those who need it through, as identified through early intervention and discussion with class teacher, AHT, SENDCo and parents.

This will be informally monitored each week through reflective classroom practice and weekly Inclusion Meetings and formally monitored through internal tracking meetings and PTI meetings once a term. Review meetings maybe more frequent where necessary.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and Physical</u>
Individual SALT sessions. Educational Psychology advice, support and assessment. Advice and support via Drumbeat Autism Outreach. Speech & Language therapy via NHS and/or Communication & Interaction Team. Makaton and alternative means of communication used.	Educational Psychology advice, support and assessment.	Educational Psychology advice, support and assessment. Outreach Inclusion support via the Local Authority Inclusion Team. Early Help referrals and guidance. CAMHS referral for specialist support via NHS. Risk assessments.	Sensory aids and resources to support learning in the classroom. ICT and assistive technology. Support, advice and assessment from the Sensory Teachers team. Support, advice and assessment from the Occupational Therapy team. Advice and support via Drumbeat Autism Outreach.

Caveat and Disclaimer

Due to the personalised and highly differentiated nature of our support for learners with SEND, the above programmes are subject to change.

Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teacher/services available.

Specialist support for a child does not always require direct contact between the specialist and the child. It can be in the form of advice and discussion with the school based team around the child.