



A Learning Community Guided by Gospel Values

SEND Information Report - SIR
(and contribution to LA SEND Local Offer)

Reviewed: June 2020

Next Review Date: June 2021

Reviewed by: Lucy Kreczak – SENDCO

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age (Code of Practice 2015, pg16).

There are four broad areas of Special Educational Need (SEN), these are:

Communication and Interaction	Includes students with Autism Spectrum Condition and those with Speech, Language and Communication Needs.
Cognition and Learning	Includes Students with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
Social, Emotional and Mental Health Difficulties	Includes any students who have an emotional, social or mental health need that is impacting on their ability to learn.
Sensory and/or Physical Difficulties	Includes students with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

A Learning Community Guided by Gospel Values

We believe in promoting and supporting an ethos guided by the values of the Gospels where every student is “called by name” and is unique. We endeavour to make provision for students with Special Educational Needs and Disability to enable them to achieve their full potential academically, personally, spiritually and socially within a safe and caring environment in which all of our students can grow to maturity in an atmosphere of mutual trust.

The school is committed to constantly reviewing and evaluating its practices, systems and curriculum provision. See *School Policies* on the homepage of the [school website](#):

- *SEND Policy*
- *Behaviour Policy*

We would ask parents/carers to discuss the identified needs with the school, prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure that the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council (see [School Admission Arrangements](#)). For St John’s School Admission Policy, please see the homepage of the [school website](#).

Our Core Offer

Teachers are responsible for the progress of ALL students in their class. High quality teaching is personalised to meet every child’s need. This is the first step in supporting students who may have Special Educational Needs and Disabilities (SEND). All children are challenged to do their very best. This is enough for most students to make progress.

All children will be taught a broad and balanced curriculum; differentiated to the needs of each individual. Where children require extra support, specialist resources or extension materials, these will be provided wherever possible.

All children are known well by their class teacher, who develops strong relationships with them. Good behaviour and work is rewarded through the use of Classcharts, positive letters home and praise cards. (see *Behaviour Policy* June 2020 on the [school website](#))

Your child can express their views in several ways, including via their pastoral tutor, Head of Year or directly to subject staff.

We manage medical needs by working closely with parent/carers and healthcare professionals. We listen to and act on their advice, providing staff training when needed. (see [school website](#) for *Supporting Children with Medical Conditions Policy* reviewed January 2020)

We run a wide range of extra-curricular clubs including MADD (Music, Dance and Drama), Choir, Sports, Science and Film Club. Please note that during the Covid-19 pandemic our extra-curricular offer has been suspended.

There is also a SEND governor who has particular involvement with SEND policy and provision (Mrs M Wood).

SEND at St John's

At St John's, we have experience of supporting children and young people with a wide range of needs. We currently have students with Autism Spectrum Condition, ADHD, Cognition and Learning Needs, Hearing Impairment, Visual Impairment and Social and Emotional Needs.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census. In June 2020, we have 105 students on our SEND register, including 8 students with Education Health and Care Plans. Our AR (Additional Register- coded 'B') register identifies students who do not receive additional learning intervention but who are closely monitored through teaching and learning strategies and may be moved on to the SEND Register if the need arises (the AR register currently includes 50 students).

Through the use of data, progress and tracking software (Edukey Provision Mapping tool, SISRA, SIMS Assessment and Reporting and CPOMs), the SENDCO and the Learning Support Team monitor and support the progress of all students on various stages of the 'Graduated Response'. All the students in school are coded as follows:

- N** No Special Educational Needs
- B** Additional Register (AR)
These students receive Quality First Teaching. They may have had SEND input in primary school and no longer require it or may have a Specific Learning difficulty (SpLD), such as dyslexia and are making progress by utilising appropriate self-directed strategies such as overlays and multisensory revision methods.
- K** These students have Support Plans and will receive additional support. Some students also have a modified curriculum or designated staff to support their learning. These students' learning plans contain strategies and information to help staff plan differentiated work and

approaches to help students progress as much as they can. The SENDCO and SEN team are responsible for monitoring and evaluating these plans, in consultation with parents and carers. Students coded K are on the school's official SEN register and may be receiving additional professional support from the NHS, the Local Authority or other external agencies

- E** These students have EHCP Education Health and Care Plans. This is the highest level on the graduated response. The EHCP replaced the 'Statement of Special Educational Needs' and recognises the additional requirements of the child in law. It places statutory duties upon schools to use their best endeavours to meet them. EHCPs are reviewed every year, although it is good practice for schools to meet regularly with parents/carers throughout the school year. Parents and carers must be placed at the centre of the process and their views and those of the child are of paramount importance when progress and aspirations are discussed.

SEN Specialist Expertise

St John's has a wealth of expertise within the staff and specialist services are always used when the need arises and when the school feels it needs more support or advice to ensure a child fulfils their potential.

The following is an overview of our expertise, but this evolves with changing cohorts of children and as staff members participate in further professional development.

- Lucy Kreczak (lkreczak@stjohnsrc.org.uk) – SENDCO (BA, PGCE, NaSENDCO award) SEND policy
- Julie Usher – Head of Welfare Team
- David Mawdsley – Learning Mentor
- Michael Stephenson – Learning Mentor
- Susie Denning – Family Liaison Officer
- Ann Siddell – Health and First Aid Officer
- John Holmes – RLSS Trainer Assessor/Swimming Teacher
- Charlotte Davis – HLTA, TSST in level 1 (primary), Duke of Edinburgh Coordinator
- Angela Smith – LSA, SALT
- Marise Mangles – LSA, Literacy specialist, Lucid Rapid Coordinator

Whole school training is delivered by the SENDCO and external agencies. Examples of training that has taken place this academic year include: Understanding Autism; Understanding Specific Learning Difficulties. In addition, free online courses have been provided to all staff which have included:

Understanding Autism and ADHD:

<https://www.futurelearn.com/courses/understanding-adhd>

<https://www.derby.ac.uk/short-courses-cpd/online/free-courses/understanding-autism-aspergers-and-adhd/>

Adverse Childhood Experiences:

<https://www.acesonlinelearning.com/>

Children's wellbeing and development:

<https://www.open.edu/openlearn/health-sports-psychology/supporting-children-and-young-peoples-wellbeing/content-section-0?active-tab=description-tab>

<https://www.open.edu/openlearn/education-development/childhood-youth/childhood-crisis/content-section-0?active-tab=description-tab>

<https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content-section-0?active-tab=description-tab>

Inclusive Teaching:

<https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/inclusive-education-knowing-what-we-mean/content-section-0?active-tab=description-tab>

A half termly handout is created and circulated by the SENDCO that explains an area of SEND and provides strategies for staff to use to engage students in their learning.

New staff and NQTs take part in a day long SEND induction where they have a session with the SENDCO and shadow a Learning Support Assistant to gain an understanding of how we approach SEND at St John's.

External Specialists and External Bodies

At St John's we involve other bodies, including health and social care, local authority support services, charitable and voluntary sector organisations in meeting the children's special educational needs and to support their families. These may act in an advisory capacity, extend expertise to staff, provide additional assessment, support a child directly or consult with all parties involved with the child. Examples of the specialists that we work with are:

- Educational Psychologist
- Therapeutic Service/Child Psychotherapist
- Physiotherapists
- Occupational therapists
- Speech and Language therapists
- Visually/Hearing Impaired Service
- CAMHs – Child and Adolescent Mental Health Service
- Child and Family Services
- Butterwick bereavement support
- Emotional resilience nurse
- Autism and Social Interaction Team

- Cognition and Learning Team
- Durham Action Against Crime

See *Durham SEND Information, Advice and Support Service and County Durham Local Offer*.

<https://www.durham.gov.uk/localoffer>

How Specialist Expertise is Secured

If a child has complex special educational needs in Years 7-11, school can also receive additional ‘top up’ funding from the Local Authority to meet the agreed outcomes. Usually top-up funding is available if a child’s needs require specific support, which exceeds the first £6000 allocated for that child within the school’s budget. The budget will be used to secure specialist intervention or support, training, in school support, external specialists or SEND resources.

A Costed Provision Map will be developed in liaison with the child/young person and parent/carer. A Costed Provision Map is a cost breakdown of all the resources associated with the child’s needs.

Assess, Plan, Do, Review

Where a student is identified as having a special educational need, St John’s will follow a **graduated approach** which takes the form of cycles of ‘Assess, Plan, Do, Review’.

- **Assess** a child’s special educational need.
- **Plan** the provision to meet your child’s aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



Assess

- **Identification:** Your child will be identified as having SEN and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority. Cause for concern sheets may be completed by staff members that have initial concerns.
- **First steps:** If, from our rigorous tracking and monitoring of your child’s progress, it becomes apparent that they are not making expected progress, then you will be invited to a meeting with their pastoral tutor/Head of Year and Mrs Kreczak (SENDCo). Where appropriate, your child will be involved in this meeting. At the meeting we will begin to

explore the possible barriers to learning and you will be asked how we can best support your child.

- **Observations and assessments** will then be carried out and, if required, input from specialist services may be sought with your permission.
- Where appropriate your child may be placed on our school's **SEND Support Register** and a SEN support plan will be devised by the SENDCO that will set achievable targets. These will be reviewed and updated at least half-termly. The views of parents/carers and those of the child/young person, where appropriate, are an integral part of this process.
- **EHCPs** (Education, Health and Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists, Occupational Therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs and will be considered if the interventions set out in the assess, plan, do, review cycle have not been successful.

If you are concerned about your child's progress or wish to discuss your child's SEN and/or disability, please contact Lucy Kreczak (SENDCo) on 01388 603246.

Plan

Our procedures are in line with the SEND Code of Practice (2015).

The first point of contact is the pastoral tutor, who has overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by Mrs Kreczak, the SENDCo. It is implemented by a skilled team of teachers and supported by experienced teaching assistants.

SEND Resources

At St John's we have an extensive range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENDCo and staff with specific curriculum responsibilities. Interventions include:

- Talkabout for Teenagers: Developing Social and Emotional Communication Skills.
- Precision Teach – Spelling Intervention.
- Beat Dyslexia – Specific Learning Disability intervention.
- Nurture Group.
- EWEL SEMH support groups.
- Touch type Intervention.

Where provision does not result in adequate progress, as outlined in the SEND Code of Practice, the SENDCo should be consulted for advice and external agencies may be involved.

Do

- Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class.
- Daily planning takes into account individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND.

- Differentiation is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning.
- Grouping arrangements take into account the different skills and abilities of each child. This ensures that learning is maximised.
- Additional adults are used to help groups and individual children with the long term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this.
- We fully encourage parental/carer support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

Review

If, despite all steps taken, good progress is still not being made, we will refer back to our graduated approach and increase/change support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with specific experts and specialist services secured by the school.

Parents/carers that have children on the school's SEND Support Register are also invited to termly reviews of their child's Individual Education Plan. Review sessions are held every 6-8 weeks to look at the effectiveness of the SEN support plan and discuss the interventions in place to help the students. If these are not successful they will be reviewed and modified and other external support may be sought.

For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.

If your child has an EHC plan, you will be invited to an annual review of this plan.

Homework is given regularly, and your child may have the opportunity to access computer programmes to support their learning at home through the school website and Google classrooms. You are encouraged to support your child's learning at home.

Planners, Classcharts and MYED messaging are used to support communication between home and school, and you are encouraged to use these where appropriate.

Meeting Identified Needs

For many children, their targets will be linked to learning and will often be specifically related to literacy and numeracy, however, for other children they may be related to social interaction, communicating with children and adults or emotional difficulties. The most important factor is that the targets and support provided are particular to the needs of each individual child.

At St John's, we offer many different forms of additional provision, including;

- Additional in and out of class support
- One-to-one support
- Flexible groupings (including small group work)
- Access to specific resources and learning programmes
- Mentoring

- Counselling
- Access to a wide range of outside agencies.

Communication and Interaction:

- Access to small group and/or individualised interventions to develop skills in communication and interaction with others, e.g. Talkabout, social stories, comic strip conversations
- Visual timetables issued to students
- Flexible approaches to timetable
- Modifications to lunch and/or break times, e.g. quiet lunch area, access to the Arc
- Access to additional aids/technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions, e.g. advance notice, familiar resources
- Mentoring and/or buddy systems

Cognition and Learning

- Regular, individually focused interventions, e.g. literacy and numeracy: Beat Dyslexia, Precision Teach, Accelerated Reading.
- Access to small group support in class
- Practical aids for learning, e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, individualised success criteria
- Increased access to ICT programmes, e.g. Touch typing, chrome books.
- Flexible groupings
- Access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT, extra time
- Curriculum/delivery adaptations to meet the learning needs of individuals

Social, Emotional and Mental Health Difficulties

- Access to time out.
- Mentoring/Buddy system.
- Access to counselling services, e.g. CAMHS.
- Increased access to additional adults in and out of the classroom
- Supported transition programme with chosen Post 16 provider.
- Opportunities to develop Social and Emotional aspects of learning through small group work, e.g. Talkabout
- Access to the emotional resilience nurse.

Sensory and/or Physical Needs

- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Sensory resources available e.g. wobble board, headphones/ear guards
- Access to support for personal care, e.g. school nurse service
- Enlargement of resources and modified resources
- Transcripts and ICT software

The current Covid-19 restrictions mean that the provision listed above in all four areas of need has had to be adapted to the requirements of on-line remote learning (since 20 March 2020). All

teachers and the support team have quickly become adept at using technology to remotely support our learners who have SEND.

Levels of engagement and progress are regularly checked, and interventions are put in place if any concerns arise. Our support under Covid-19 is flexible to the needs of each individual learner.

Accessibility

With due regard to parental choice and accessibility of the school building, all children with special educational needs who apply to St John's will be accepted by the school in accordance with our school admissions policy (see *Admissions Policy* and *Accessibility Policy* on the [school website](#)).

- The ground floor is fully wheelchair accessible.
- Disabled toilet facilities are located on the ground floor at Main Reception, Student Reception and on the top 2 floors of the building. Disabled toilet facilities are also available at the sportshall and the swimming pool.
- Communication with parents/carers whose first language is not English is supported by advice from the Local Authority's EAL Team (English as an additional language).

Activities Outside of School

St John's is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment.

Staff who are arranging an offsite trip will discuss with parents/carers and the SENDCo any requirements needed and the suitability of any trip for an individual child.

- We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised.
- The Deputy Head Teacher and Head Teacher oversee all trips to ensure children are safe and included where possible.

Medical

On site medical support is provided by our qualified First Aiders including emergency and paediatric first aid. We have a comprehensive policy covering the administration of medicines in school.

Individual Health Care Plans ensure that a child's medical needs are met when the child is involved in extra-curricular activity or school visits and trips.

Children who have more severe medical conditions have detailed care plans which are devised in consultation with parents/carers, school staff and medical professionals. These plans are kept in class Medical Backpacks and are shared with all members of staff as required. A copy of the plan is also available in our Medical file held by Ann Siddell (Health and First Aid Officer).

Transition

We work closely with all Primary schools and Post 16 providers in the area. The majority of our students choose to continue their studies at St John's Sixth Form. Some students apply to the local FE College, Bishop Auckland College. 10 Catholic primary schools across South West Durham and a further 20+ primary schools feed into St John's Catholic School.

We have established strong partnerships with our Catholic and local primary schools and the transition process begins early, usually in Year 5 for Primary to Secondary Transition. For some of our more vulnerable students, planning and preparing for transition from Secondary to Post 16 provider usually begins in Year 10. This transition preparation may involve several visits to the new school or College and/or meeting key staff to help with the transition process. In addition, the *Preparing for Adulthood Pathway* will be used to aid planning.

Meetings are held for the transfer of essential information relating to SEN support plans, EHCPs, Child and Family Services and pastoral matters.

Louise Wilkinson, our Transition Coordinator, and the Welfare Team work closely with the SENDCo and with Year 6 class teachers to support children who require additional provision during their transition period.

When reviewing an EHCP for children in Year 6, Lucy Kreczak (SENDCo) will attend the annual review, where possible.

Transition to a New School

If your child moves to a new school within or at the end of an academic year, Mrs Kreczak will contact the school SENDCo to ensure they know about any special arrangements or support that needs to be made for your child. If necessary, a meeting will be arranged with other professionals. Mrs Kreczak will also transfer all records held for your child to the new school as soon as possible.

Evaluation of Impact

The impact of the provision provided has been to improve access to the curriculum for all students who have SEND. Carefully planned provision, including short term interventions implemented by school staff, together with expertise secured by school has ensured all children with SEND have been able to access areas of the curriculum that would not otherwise have been accessible to them.

Regular examples of evaluating impact include:

- Robust evaluation of policy and practice
- Book/Work Scrutiny
- Monitoring by SENDCo, Leadership Team and Governors
- Learning walks
- Appraisal / Performance Management
- Boxhall profiling
- *Strength and Difficulties* Questionnaires

Support for Emotional and Social Development

Students with Social, Emotional and Mental Health Difficulties have access to a Learning Mentor. Dave Mawdsley and Michael Stephenson are Learning Mentors who work within the Arc. The Learning Mentors are there to support students and listen to their views and feelings.

Students have recently helped set up a 'Speak Out' board outside Student Reception. This notice board offers a wide range of mental health advice as well as signposting students to external agencies such as Kooth. An email address has been set up to enable students to email and seek support if they feel unable to speak out face to face and there is also a letter box for notes to be placed if a student wishes to speak to someone. This has proved popular with students and has initiated conversations about mental health support. We are in the initial stages of recruiting a student mental health ambassador to promote the importance of mental health awareness amongst our student population and this was agreed after work with the Anna Freud Programme.

There is also a Nurture group accessible to year 7 and 8 students. Students struggling with mental health or social and emotional difficulties are identified during Primary Transition and are placed in smaller groups to work on developing their confidence and supporting their social and emotional needs. A Boxhall profile is taken 3 weeks into the term and repeated at the end of the term to track progress. As this is a new initiative and with the school closure due to Covid 19, we have not yet had an opportunity to gather data.

Looked After Children with SEND

For every child who is in the care of the Local Authority, (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements.

Paula Watson is the Designated Teacher for Looked After Children, and works closely with the SENDCo to ensure all teachers understand the implication for those children who are looked after and have SEND. Staff members have recently received training on the effects of Trauma and Attachment through the EWEL Team.

Consulting with SEND Students, Parents and Carers

Consultation with Children and Young People with SEND

- The SENDCo, Teachers and Support Staff work with children and young people to identify the support to meet agreed outcomes.
- Provision is planned and interventions are allocated based on individual need.
- Students are actively involved in setting their outcomes through regular meetings/discussions with staff to discuss their progress and support.
- Pupil Voice is gathered in relation to developments relating to SEN provision.
- Where appropriate the 'My Story' tool is used.

Consulting with Parents and Carers of Children with SEND

St John's is committed to working with parents/carers to identify their child's needs and support.

- Termly Parents/Carers' evenings.

- On-going discussions with a class teacher/pastoral tutor and/or SENDCo.
- Through regular reviews of their child's SEN Support Plan/EHC Plan.

Regular Coffee Mornings/Drop-ins are held to build relationships and create a forum for parents/carers to meet other families and have informal discussions with the SENDCo. Questionnaires are used at these events to understand what other support would be beneficial to parents/carers.

Workshops are to be set up for Parents/Carers to help develop parental knowledge/skills in various areas of SEN.

Parents/Carers are welcome to contact L Kreczak (SENDCo) if they have any concerns or queries.

Compliments, Complaints and Feedback

St John's welcomes compliments and feedback on our provision for SEN students as we seek to improve on the quality of education provided for children with SEN. We encourage parents/carers to share theirs and their child's experiences with us.

Compliments, complaints and feedback can be sent to school via the staff account staff@stjohnsrc.org.uk

Emails will be forwarded to the relevant staff member. Alternatively, parents/carers may contact the pastoral tutor, Head of Year, subject teacher or Head of Department to discuss a specific matter. Appointments with staff and/or the SENDCo can be arranged.

If matters are unresolved parents/carers can seek further advice from SENDIASS on 03000 267 007 or sendiass@durham.gov.uk

If the concern is directly related to decisions around an EHC Assessment or EHCP, this will be managed directly by the Durham Statutory Casework Team. Parents/carers will be contacted directly by the team to receive information about the mediation and other services available to them.

Key Policies

Please see St John's [school website](#) – homepage, for access to the following policies:

- SEND policy
- Equality Policy and Equality objectives
- Accessibility Policy
- Anti-Bullying Policy
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Complaints Policy

Review Arrangements of SIR

The SEN Information Report is reviewed annually by the Head Teacher, SENDCo and Governing Body. The next annual review will be May 2021.

Key Contacts

Mrs L Byron	Head Teacher	lbyron@stjohnsrc.org.uk
Mrs L Kreczak	SEND CO	lkreczak@stjohnsrc.org.uk
Mrs P Watson	Lead Teacher for LAC	pwatson@stjohnsrc.org.uk
Mrs J Usher	Welfare Team Coordinator	jusher@stjohnsrc.org.uk
Mrs M Wood	SEND Governor Link	mwood@stjohnsrc.org.uk