



**SEND information report - SIR
(and contribution to LA SEND Local Offer)**

Reviewed: June 2021

Next Review Date: June 2022

Reviewed by: Lucy Kreczak – SENDCO

A child or young person has SEN 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 affecting their ability to learn.
Sensory and/or Physical Difficulties	Includes students with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

School Ethos

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.

Links to Key Policies:

- [SEND 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 any 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.

Links to Key Policies:

- [School Admissions Policy 2021-2022](#)
- [School Admissions Policy 2022-2023](#)
- Durham Schools’ Admissions:
<https://www.durham.gov.uk/article/22834/School-admission-arrangements-2022-23>

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 hard work are rewarded.

Your child can express their views in several ways, including via their head of year or directly to staff, e.g. their 'form tutor'.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. See [Supporting Children with Medical Conditions Policy](#)

We run a wide range of extra-curricular clubs including Drama, Music, Sport, Science and Film Club.

There are also SEND governors who have particular involvement with SEND policy and provision:

- Ann Wake, Chair of the Local Governing Committee
- Mary Wood, Foundation Governor
- Jeanette Shaughnessy, Foundation Governor

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 SEN register, including 8 students with Education Health and Care Plans. However, 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 SEN Register if the need arises (the AR register currently numbers 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 SEN input in primary 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 the child's views are of paramount importance when progress and aspirations are discussed.

SEN Specialist Expertise

St John's has a wealth of expertise within its 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 a snapshot of our expertise, but this evolves with changing cohorts of children.

- Lucy Kreczak (lkreczak@stjohns.bhcet.org.uk) – SENDCO (BA, PGCE, NaSENDCO award) SEND policy
- Julie Usher – Head of Welfare Team
- David Mawdsley – Learning Mentor
- Michael Stevenson – Senior 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), D of E Coordinator
- Angela Smith – LSA, SALT
- Marise Mangles – LSA, Literacy specialist, Lucid Rapid Coordinator
- Nicola Gough – LSA, Lego therapy
- Martine Creamer – LSA, social stories

Whole School training is delivered by the SENDCO and external agencies; examples of these include Understanding Autism and Understanding Specific Learning Difficulties. A half termly handout is created and circulated by the SENDCO that explains an area of SEND and strategies to engage students and free e-learning is sent out to all staff to complete.

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 insight and understanding of how we approach SEND at St John's.

External Specialist 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 SEND and supporting 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.

- 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

Link to:

- Durham SEND Information and Support Service <https://durhamsendiass.info/>

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 this is if a child's needs exceed the first £6000 allocated within the school's budget for each child. The budget will be used to secure specialist intervention or support, training, in school support, external specialists or SEN resources.

A Costed Provision Map will be developed in liaison with the child, young person, parent or 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 SEND 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 that have initial concerns.
- First steps - If from our rigorous tracking and monitoring of your child's progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher 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. Parents/Carers and Child/young person (where appropriate) views 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 that your child may have SEN and/or a 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 class teacher, 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 learning support 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.
- Lego therapy
- Drawing and Talking
- Zones of regulation
- Comic strip conversations/social mapping

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 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 the expertise 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 interventions in place to help the student. 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. You are encouraged to support your child's learning at home.

Home school planners are used to support communication between home and school at Key Stage 3 and MyEd messaging is used extensively between school and home.

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

Accessibility

With due regard to our admission policy, parental choice and accessibility of the school building, all children with special educational needs who apply will be accepted by the school.

- The ground floor is fully wheelchair accessible.
- Disabled toilet facilities are located near the school entrance.
- Communication with parents whose first language is not English is supported by advice from the Local Authorities English as an additional language (EAL) team.

Activities Outside of School

- St John's is a fully inclusive school and we will provide appropriate support, wherever 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 which the school is organising.
- We will not stop your child from going on a trip due to their special educational needs and/or disability. We will ensure that the trip is suitable for your child and their safety and is suitable for the safety of others.
- The Deputy Headteacher (Chris Parker) oversees all trips to ensure children are safe and included where possible.

Medical

On site medical support is provided by our Health & First Aid Officer and 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 shared with all members of staff as required. A copy of the plan is 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 stay at Sixth Form or apply for FE Colleges.

The student cohort in incoming Year 7 draws from 30+ primary schools.

The transition process begins early, usually in Year 5 (for Primary to Secondary Transition) and Year 10 (for Secondary to Post-16), for some of our more vulnerable children. This may involve several visits to the new school or College and/or meeting key staff to help transition.

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, works closely with the SENDCo, our Welfare Team and 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.

The *Preparing for Adulthood Pathway* will be used to aid planning.

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 he/she knows about any special arrangements or support that needs to be made for your child. If necessary, a meeting will be arranged with other professionals. She 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 Scrutiny.
- SENDCo/SLT/Governor monitoring.
- Learning walks.
- 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 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. In addition, key staff have worked with the Anna Freud Programme.

There is also a Nurture group available to Year 7 and Year 8. Students struggling with mental health or social and emotional difficulties are identified during Primary Transition and are placed in smaller groups to support them in these areas. A Boxhall profile is taken 3 weeks into the term and repeated at the end of the term to see progress.

Looked After Children with SEN

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, Paula works closely with the SENDCo to ensure all teachers understand the implication for those children who are looked after and have SEN. Staff have received training from the EWEL Team on the effects of Trauma and Attachment.

Consultations

Consulting with Children and Young People with SEN

- 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.
- Student 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 SEN

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

- Termly Parents/Carers' evenings.
- Ongoing discussions with a class teacher and/or SENDCo.
- Through regular reviews of their child's SEN Support Plan/EHC Plan.

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

In the new academic year when restrictions are eased, workshops will be set up for Parents/Carers to support their knowledge/skills in various areas of SEN.

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

Compliments, Complaints and Feedback

St John's welcome compliments and feedback on our provision for SEN students as we seek to improve on the quality of education provided for children with SEN and we like to hear from parents/carers about their Child's experience.

Compliments, complaints and feedback can be sent the school email address staff@stjohnsrc.org.uk and the email will be passed to the relevant staff member. Alternatively, parents/carers can speak to the class teacher/pastoral tutor or ask to make an appointment with the SENDCo or Head of Year.

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 and 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 mediation and other services.

Key Policies

[SEND policy](#)

[Supporting Students with Medical Conditions 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 June 2021.

Key Contacts

Lisa Byron Head Teacher lbyron@stjohns.bhcet.org.uk
Lucy Kreczak SENDCO lkreczak@stjohns.bhcet.org.uk
Paula Watson Lead Teacher for LAC pwatson@stjohns.bhcet.org.uk

SEND Governor Links

Ann Wake Chair of the Local Governing Committee
Mary Wood Foundation Governor
Jeanette Shaughnessy Foundation Governor
Joanne Walton Community Governor