

**St John’s Highbury Vale CE Primary School: Information Report**

St John’s Highbury Vale CE Primary School, like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEN).

Our expectation is that children and young people with SEN will receive an education that enables them to make progress so that they:

* achieve their best
* become confident individuals, living fulfilling lives
* make a successful transition into adulthood, whether into employment, further or

higher education or training

We will use our best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything we can to meet the pupil’s special educational needs.

**About this Information Report**

This report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through:

* consultation with local parents and carers by Islington Council in April 2014
* On-going feedback from parents and carers and school staff at St John’s Highbury Vale CE primary school.

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2015.

If you need any more information please contactMrs R Barrett on 0207 226 4906

Key information at a glance

|  |  |
| --- | --- |
| School name | *St John’s Highbury Vale CE primary school* |
| *Type of school* | *Mainstream voluntary aided church of England primary school (Diocese of London)* |
| *No of pupils* | *207* |
| *Level of funding* | *Low* |
| *Proportion of children with SEN* | *13%* |
| *Support in class* | ***Teaching assistants:***  *Reception - all day*  *Year 1 - morning only*  *Year 2 - morning only*  *Year 3 - morning only*  *Year 4 - morning only*  *Year 5 - morning only*  *Year 6 – morning only -*  *Teaching assistants run interventions in the afternoons on Mondays, Tuesdays, Wednesdays and Thursdays* |
| *Range of provision* | ***Areas of strength***   * *Speech, language and communication support* * *Numeracy support* * *Pastoral and parental support* |
| ***Specialist facilities/equipment***  *Disabled toilet* |
| *Breakfast, lunchtime and after school clubs* |

Frequently asked questions

1. **How does St John’s Highbury Vale C. of E. primary school know if children need extra help?**

We know if pupils need more help if:

* Concerns are raised by parents, teachers or the child;
* Limited progress is being made in an area of learning or development;
* If the child’s attainment is well below where it is expected to be (age appropriate);
* There is a change in the pupil’s behaviour or progress.

1. **What should I do if I think my child may have special educational needs?**

* The class teacher is the initial point of contact for responding to parental concerns.
* If you have concerns then contact Ms Carter, the Inclusion manager, who has responsibility for children with SEN.

1. **How will I know how St John’s will support my child?**

* Each child’s needs are discussed in planning meetings and progress meetings. The curriculum will be adapted to suit pupils’ individual’s needs. This may include additional support by the teacher or teaching assistant in the class.
* If a child has needs related to more specific areas of their education such as spelling, reading or maths, then the pupil will be placed in a small focus group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions are reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning.
* These interventions are recorded on the class provision map (this is a record of interventions, timings, cost and impact of the intervention).
* Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the senior leadership and management team (the head, the Inclusion manager and the key stage leaders) to discuss children who are not making the expected progress or where there are pastoral concerns.
* Occasionally a pupil may need more expert support from an outside agency such as the speech and language therapy service or a paediatrician. A referral will be made with your consent, and forwarded to the most appropriate agency.

**How we support children with SEN:**

**Provision Mapping:** Adocument that is used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum. Our whole school provision map is available in Appendix 3. If you would like a copy of a class provision map, please ask Ms Carter.

**SEN provision plan** our new format forcontains a 1 page profile and action plan listing targets for the year and the term.

**SEND Support Plan**: A document containing a 1 page profile and a detailed action plan listing the goals and provisionto meet the SEN. This is the same action plan that can be used as part of the PESP/ EHCP (see below).

**Statements of Special Educational Needs and the new Education Health and Care Plan (EHCP) or Personal education plan (PESP)** Statements are issued by the Local Authority and set out the special educational needs of a pupil, the provision the school must make for the pupil, and any additional resources being given to the school by the Local Authority to meet those needs. From September 2014 statements are being phased out and are being replaced by Education Health and Care Plans for those who have significant needs. Some statements may be converted to SEN support plans, or in our case, ‘PESPs’.

Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council’s Local Offer website. [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer)

The EHCP or PESP includes:

* a detailed profile of the child, their strengths and aspirations for the future
* any education, health and care needs they have
* the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
* any education, health and social care provision in place to meet their needs

Specifically, an EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

1. **How will the curriculum be adapted to my child’s needs?**

* When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
* Teaching assistants (TAs) may be allocated to work with a pupil 1:1 or with a small focus group to target more specific needs. **However, we do not have a full-time teaching assistant per class, except in Reception.**
* If a child has been identified they will be given a provision plan. These are outcomes led and provision will be identified to support their area of need. These plans will be discussed with parents at termly progress meetings.
* If needed, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pencil grips etc.

1. **How will I know how my child is doing?**

* Your child’s teacher will be available at the end of the day if you wish you raise a concern.
* Appointments can be made to speak in more detail to the class teacher or the Inclusion manager by emailing or calling to make an appointment or through a note, or in the playground.
* You will be able to discuss your child’s progress at parents’ evenings.

1. **How will you help me to support my child’s learning?**

* The class teacher may suggest ways that you can support your child
* Ms Carter or our parental support worker, Mrs McCarthy, may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child’s behaviour/emotional needs.
* If outside agencies have been involved, suggestions to support your child will include those you can use at home also

1. **What support will there be for my child’s overall well-being?**

* The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:
* Members of staff such as our pastoral support worker, our CAMHs therapist and the Inclusion manager.
* Clubs are available for those who find lunchtimes a challenge
* A group called the ‘team around the school’ meets once a term to identify children with emotional or mental health needs and to plan support for those identified

**Pupils with medical needs**

* If a pupil has a significant medical need then a detailed **care plan** is compiled with support from the school nurse in consultation with parents. These are discussed with all the staff who are involved with the pupil.
* Staff receive epi-pen and other training from the school nurse
* Where necessary, and in agreement with parents, medicines are administered in school but only where a signed medicine consent form is in place, to ensure the safety of both child and the staff member.
* All staff are qualified to administer basic first aid and we have a school protocol in how we deal with minor and serious injuries.

1. **What specialist services and expertise are available at, or accessed by, the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Agencies used by St John’s include:

* Educational psychologist\*
* CAMHS (child and adolescent mental health service). We have a therapist who comes into school once a month but appointments can be made at other times.
* Families first – offer parental support such as parenting classes and home visits to support with behaviour, eating, toilet training etc.
* Children’s therapy team – occupational therapy, physiotherapy and paediatricians
* Social services
* School nurse – checks eyesight, hearing, diet and weight.
* Autism outreach team from the Bridge school
* Moderate learning difficulties outreach team from Samuel Rhodes special school (Primary and secondary sites)

\*an educational psychologist is allocated to each school. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the annual planning meeting with the Inclusion manager following the spring term pupil progress meeting. However there are times when it is necessary to add in more time for a child whose needs become more acute. Before assessing a child, the EP will meet with the parent and the class teacher to get an overview of the child. They will then meet with the parent again to give feedback and offer advice as to how to best support the child in order to make them more successful.

1. **What training has the staff supporting children and young people with SEN had?**

Different members of staff have received different training related to SEN. These have included:

* How to support pupils on the autistic spectrum
* Supporting children with language and literacy difficulties e.g. dyslexia
* Numeracy difficulties e.g. dyscalculia
* Speech therapy and language and communication difficulties
* Children with physical and sensory difficulties

Some examples of the training related to specific interventions are:

* Numicon
* Catch up reading
* Colourful semantics
* Narrative language and communication group
* Autism education training

1. **How will my child be included in activities outside the classroom including school trips?**

* Activities and school trips are available to all children
* Risk assessments are carried out and procedures are put in place to enable all children to participate.

1. **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

* Ramps into school to make the building accessible to all;
* A toilet adapted for disabled users;
* Wide doors in some parts of the building;
* Moving classes around if necessary, for example if a child is unable to use the stairs.

1. **How will the school prepare and support my child when joining St John’s Highbury Vale or transferring to a new school?**

Many strategies are in place to enable the child’s transition to be as smooth as possible. These include:

* Discussions between the previous or new school prior to joining or leaving us;
* Good links with local nurseries and secondary schools;
* All pupils attend a transition session where they can spend some time with their new class teacher;
* Additional visits are arranged for pupils who need extra time in their new school.
* Ms Carter is always willing to meet new parents and the pupils prior to the child joining us;
* Secondary school staff visit pupils prior to them joining the school and there is a year 6/7 transition conference which is attended by the year 6 teacher and Ms Carter. At this conference staff discuss the children’s needs with the heads of year 7 and the inclusion leader about the children and their needs;
* Where a pupil may have more specialised needs and in particular those children with a statement of SEN (or a new Education, health and care plan) a separate meeting and series of transition sessions at the new school will be organised with the Inclusion managers from both schools along with parents and head of year.

**13. How are the school’s resources allocated and matched to children’s special educational needs?**

* The SEN budget is allocated each year by the local authority. Each school will have different amounts depending on the formula for funding that it uses. It is currently based on pupil numbers and the level of attainment both in reception baseline assessments and key stage 1 results. It is not linked to the number of children who are on the special educational needs register at the school.
* The money that we receive from Islington local authority is used to provide additional support or resources where it is needed.
* Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them or a parent at another time during the year.

1. **How is the decision made about how much support my child will receive?**

* These decisions are made in consultation with the class teacher and the senior leadership team. Decisions are based upon termly tracking of pupil progress and in some cases as a result of assessments by outside agencies.
* During their school life, if further concerns are identified due to the pupil’s lack of progress or well-being, then other interventions will be arranged.

1. **How will I be involved in discussions about and planning for my child’s education?**

All parents are encouraged to contribute to their child’s education. This may be through:

* Discussion with the class teacher;
* During parents evenings;
* During discussions with Ms Carter or other professionals.

1. Where can I find out more about what is available through Islington Council?

You can find out more information about what Islington Council have available to support your child and family through these links:

<http://www.islington.gov.uk/services/schools-learning/special-ed/pages/default.aspx>

<http://www.islington.gov.uk/services/schools-learning/special-ed/pages/familyDirectory.aspx>

**Appendix 1: People who support us**

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| ‘Team around the school’ | Name | Role | Allocation |
| Educational psychologist | Emma Brown | Supports through consultation with parents and school for children who have complex needs | 4 days a year – planned at an annual meeting each April, according to needs |
| CAMHS clinician | Barbara Kalerai | Supports parents and school staff with children with social, mental and emotional health needs | Once a month - Tuesday mornings |
| School nurse | Matilda Ojo-Martins | Health screening and checks  Reception and year 6 - weight and height  Year 1 - sight and hearing | As requested |
| Speech and language therapist | Claire Harvey | Advises staff and parents  Models and monitors interventions  Supports children with language and communication needs | 18 days per year  Referral through Inclusion manager |
| Link social worker | Laurence Dumont | Advises staff when there might be a concern regarding family or home life. Supports families who are in need. | 1 visit per term for school advice and for Team around the school meetings |
| Behaviour support advisor | Graham Storey | Advises school staff on supporting children and their families with difficult behaviour | 1 visit per term for school advice and for ‘Team around the school’ meetings |
| Access and engagement service | Range of staff | Advises parents on attendance issues | Referral through Inclusion manager |
| Occupational therapist  physiotherapist | Range of staff | Advises and supports children with fine and gross motor needs as well as sensory difficulties | Referral through Inclusion manager |
| The Bridge Outreach Team | Sarah Tyce | Advises school staff on supporting children with Autism | Advice for school but can meet with parents if necessary  Referral through Inclusion manager |
| Samuel Rhodes Outreach team | Jane Palmer/ Caroline Needham | Advises school staff on supporting children with cognitive (learning) difficulties | Advice for school but can meet with parents if necessary  Referral through Inclusion manager |

**Appendix 2: SEN terms that are used**

|  |  |
| --- | --- |
| ADD | Attention deficit disorder |
| ADHD | Attention deficit and hyperactivity disorder |
| ASD | Autistic spectrum disorder |
| CAF | Child and adolescent mental health service |
| CAMHS | Child and adolescent mental health service |
| COP | Code of Practice |
| CP | Child protection |
| EAL | English as an additional language |
| EP | Educational psychologist |
| FSM | Free school meals |
| HI | Hearing impairment |
| IM | Inclusion manager |
| LAC | Looked after child |
| LA | Local education authority |
| MLD | Moderate learning difficulty |
| NC | National curriculum |
| OT | Occupational therapy |
| SaLT | Speech and language therapy |
| SEN | Special educational needs |
| SEND | Special educational needs and disability |
| SENCO | Inclusion manager with a focus on SEN |
| SpLD | Specific learning difficulty |
| SLCN | Speech, language and communication need |
| VI | Visual impairment |
|  |  |

**Appendix 3: Whole school provision map**

St John’s Highbury Vale Provision map 2015 - 2016

|  |  |  |  |
| --- | --- | --- | --- |
| **Area of Need** | **Wave 1**  **Quality first teaching** | **Wave 2**  **Additional and group support** | **Wave 3**  **(one to one, small group and specialist support)** |
| ***Cognition and Learning*** | * Differentiated curriculum planning, activities, delivery and outcome * Increased visual aids / modelling etc. * Visual timetables * Use of writing frames * In class support from TA * Focused group work with CT e.g. guided reading | * Booster group * In class support from TA * Individual reading (priority reader) | * Intense literacy support eg Catch up * Intense Numeracy support eg dyscalculia toolkit * Additional phonics sessions |
| ***Communication and Interaction*** | * Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language * Increased visual aids / modelling etc * Visual timetables * Use of symbols through ‘communicate in print’ * Structured school and class routines | In class support from TA with some focus on supporting speech and language.  Additional use of ICT e.g. Clicker 4 | * Speech and Language support from SALT, followed up in school * Input from outreach teams from Samuel Rhodes and the Bridge School * Support for alternative forms of Communication e.g. Makaton * Visual organiser * ICT – Writing with Symbols (communicate in print) |
| ***Social, mental and emotional health*** | * Whole school behaviour policy * Whole school / class rules * Class reward and sanctions systems * Circle Time | * Small group Circle Time * Group reward system * Support for unstructured times * Advice from CAMHs | * Individual therapy through CAMHS * Individual reward system * Nurture group with pastoral support leader * Anger Management training * Social Skills training * Social skills group |
| ***Sensory and/or Physical*** | * Flexible teaching arrangements * Staff aware of implications of physical impairment * Medical support * Learning breaks | * Additional keyboard skills * Additional handwriting practice * Access to equipment e.g. writing slopes | * Motor skills programme for small group * Individual support in class during PE * Physiotherapy programme * Access to ICT |

St John’s Highbury Vale provision map - interventions

|  |  |  |  |
| --- | --- | --- | --- |
| Area of need | Provision | | |
| **Early years** | **Key stage 1** | **Key stage 2** |
| **Cognition and learning** | Basic maths skills  RM maths  Firm foundations – language and literacy  1:1 reading | Phonics group  5 minute literacy box  5 minute numeracy box  Catch up literacy  Basic maths skills  1:1 reading  Writing group | Quest literacy  Phonics group  Catch up literacy  Basic maths skills  Maths booster  1:1 reading  1:1 dyscalculia group  Writing group |
| **Communication and interaction** | Colourful semantics  EAL personalised support  Firm foundations – language and literacy | Narrative group  Time to talk  Colourful semantics  Lego therapy | Socially speaking  Lego therapy |
| **Social, mental and emotional health** | CAMHS clinician support  pastoral support worker  social group | CAMHS clinician support  pastoral support worker  nurture group  social group | CAMHS clinician support  pastoral support worker  nurture group  Social group |
| **Sensory and/or physical** | Fine motor group (name club)  Motor skills | OT programme  Physio programme  Gross motor skills | OT programme  Physio programme  Gross motor skills |