St Vigor and St John Church School & The Mill Nursery

SEN Information Report 2020-2021

created: March 2021



Headteacher: Chris Chorley

'The purpose of education for all children is the same, the goals are the same.

The help that individual children need in progressing towards them may be different.'

This report is to inform you of the types of support available to your child at St Vigor & St John Church School and The Mill Nursery. It will help you to understand who can help and how this support may be accessed. This is linked to the Somerset Core Standards, a framework that describes the entitlement of children and young people in Somerset schools.

Our **School SEN Policy** can be reached through our school website https://www.stvigorandstjohnschool.co.uk/inclusion-and-send/ and contains additional information for parents about:

- the identification and assessment of children with SEN
- how the school monitors and evaluates progress made by children
- the Assess, Plan, Do, Review cycle for children with SEN
- access to the curriculum and aims for inclusivity
- the school's aim to maintain support from parents of children with SEN through good teacher/parent communication, meetings with the SENDCo throughout the year
- SEN Parent Forum

Name of SENDCo: Mrs Joanne Fear **Name of Nursery Manager:** Sophie Speed
Contact Details: St Vigor & St John Church School, Wells Road, Chilcompton, Radstock. BA3 4EX
Tel: 01761 233847
Email: school@svsj.bwmat.org
School website: https://www.stvigorandstjohnschool.co.uk/

St Vigor and St John Church Primary school and The Mill Nursery aims to be as inclusive as possible, with the needs of pupils with Special Educational Needs or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

We recognise a Special Educational Need as:

… a child who has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) Have significantly greater difficulty in learning than the majority of others the same age; or

(b) Have a disability which prevents of hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

(DfE SEN Code of Practice 2014)

As a mainstream school, Special Educational Needs (SEN) can fall within any of the six categories of:

- Cognition & Learning Needs
- Communication & Interaction Needs
- Physical, Medical & Alternative Communication Needs
- Hearing Impairment
- Visual Impairment
- Social, Emotional & Mental Health Needs.

The Levels of Support offered by the School and Nursery

Your child's education will be overseen by the **Class Teacher** in the school and your child's **Keyworker** in the nursery. They will oversee, plan and work with each child with additional needs in the class to ensure that progress is being made. Our **SENDCo** co-ordinates all the support and progress of any child requiring additional needs across the school. There may be a **Teaching Assistant (TA)** working with your child in the school either individually or as part of a group. If this is above the normal support given in the class, these sessions will be explained by the class teacher to the Parents/Carers when the support starts, which may be during a Parents' Evening or at the end of the school day. Additionally, there will be review meetings where the child, parent and teacher set and review targets for the term ahead.

The Early Years Lead for the school (Mrs Cox) and the nursery works in the nursery every Thursday. The SENDCo for the school and nursery (Mrs Fear) works in the nursery for a morning every half term. This helps the school and nursery to know the personalities, needs and additional provision of all the children, which supports the transition into school.

There are 3 levels of support that are offered to all children in the school, depending on their learning needs:

Level 1 – **Universal Support** – this is the level of support that the class teacher provides for ALL children in their class using differentiated planning and high quality of teaching (known as Quality First Teaching).

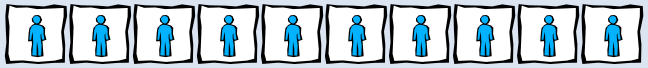
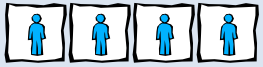
Level 2 – **SEN Support** – this is when a child or small group of children need a little extra support by working with a Teaching Assistant on a specific skill. This may be a recognised intervention programme or may come from gaps identified in their learning on a day-to-day basis, where children may need to go over the work again or in a different way, to fully understand it and make progress.

Level 3 – **High Needs Support** – this is used for children that have a significant gap in a child's learning and a Teaching Assistant delivers a recognised intervention programme to help to close that gap. Outside agencies, such as a Speech & Language Therapist or Occupational Therapist may become involved in planning the provision for those children.

How do we identify children with special educational needs?

All children at St Vigor & St John Church School and The Mill Nursery are monitored closely by their Class Teachers. This is done through regular monitoring and assessment and termly **Pupil Progress Meetings** to discuss individual needs and progress.
We have a **graduated response** to identifying children with needs. This means that there are 3 different levels of support (explained above) depending on the child's needs and progress.
Initially, Level 1 and Level 2 is support that is given by the class teacher and a teaching assistant to ensure needs are being met within the class. If the Class Teacher feels the child still isn't making the required progress, they will discuss these concerns with the Special Education Needs & Disabilities Co-ordinator (SENDCo). This is Level 3 support.

If parents or carers have any concerns, they should initially raise these with the class teacher. The class teacher will provide advice about how to support your child with their learning and if any further support is needed, then they will ask the SENDCo for further advice. An appointment with the class teacher or the SENDCo can be made at the school office or by emailing: school@svsj.bwmat.org

Whole school approaches The **universal** offer to all children. 	Additional, targeted **SEN support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Children's progress is monitored and assessed regularly through teacher assessment, Assessment for Learning and termly Pupil Progress Meetings. ▪ In The Mill, your child's keyworker has completed regular in-depth observations and plotted their learning against the NC Early Learning Goals ▪ Lessons are differentiated to meet the needs of all pupils.	▪ The class teacher or keyworker has identified that a child is not making the progress expected and decides that some extra support is needed. ▪ Small group interventions are used to practise key skills and target areas for development.	▪ The SENDCo carries out individual assessments. ▪ The SENDCo observes the child in class and discusses any difficulties with the class teacher and parents. ▪ The SENDCo and child's parents completes a referral to outside agencies to provide support and advice. ▪ A SEN Support Plan is drawn up with targets to meet the needs of the child.

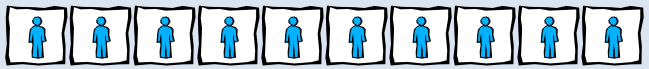
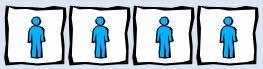
How will the curriculum be matched to my child's needs?

Teachers at St Vigor & St John School and The Mill Nursery plan high quality lessons – Quality First Teaching. All work within class is pitched at an appropriate level, so that all children are able to access the lesson's objectives according to their specific needs. This is known as **Wave 1 support** where the teachers have a range of strategies that they employ to support all the children within their class. There is also where support is targeted for a more specific difficulty in a child's learning.

SEN Support support may be provided within the classroom on an individual basis or as part of a small intervention group delivered elsewhere in the school by a Teaching Assistant. Groupings of children can change regularly according to needs and understanding. Interventions are monitored regularly and start and end data is gathered to ascertain the impact of the intervention.

High Needs support is when your child may need further intervention to support their learning in a specific area of the curriculum or where targets have not yet been met, or they may have met their targets when the intervention has been completed.

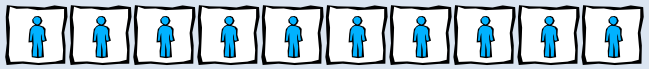
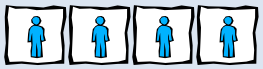
The school uses Scholarpack, which tracks the children's progress with core subjects. Interventions are also tracked and monitored for impact to decide how successful they are. There are Parents' Evenings in the Autumn and Spring terms and reports are written in the Summer term.

Whole school approaches. The **universal** offer to all children 	Additional, targeted **SEN Support** and provision 	Specialist, individualised support and provision for **High Needs** 
▪ Quality First Teaching that is differentiated to meet the needs of all children in the class. ▪ targeted support within Quality First Teaching. ▪ Pupil Progress Meetings monitor the progress of all children and identify those who are not making expected progress. ▪ Additional resources are available to all children.	▪ an intervention that is targeted to meet a specific area of learning. Start data is gathered and the intervention is delivered by a trained Teaching Assistant. When the intervention has been completed, end data is gathered to ascertain the impact of the intervention.	▪ targeted intervention is carried out on a 1:1 basis which is planned from advice given by outside agencies that have assessed and observed your child. ▪ The SENDCo coordinates with outside agencies for assessment, advice and intervention support. ▪ Assess, Plan, Do, Review meetings.

How will the teaching and learning of my child with SEN be monitored and recorded?

Children on the school and nursery **SEN Register** are identified as having a special educational need. This means that the child requires some support that is **different from or additional to** the class as a whole. In order to keep track of the additional support, the child has a **SEN Support Plan** that identifies specific teaching and learning strategies, resources that may be useful and individual targets based on additional provision.

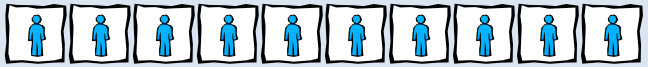
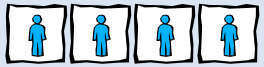
Children on the SEN Register usually have support from outside agencies such as Learning Support Services, Educational Psychology or Occupational Therapy. These agencies provide school and parents with additional advice and individual actions for the child. This additional support will be reviewed at termly **Assess, Plan, Do, Review** meetings. Some children have access to higher needs funding as their needs are deemed to be at a level that requires specialist intervention which the school has to provide. In some cases, Teaching Assistants are used to support these children for certain lessons or parts of the day. The role of the teaching assistant is to support learning and to encourage children to understand and develop their own styles of learning, not to do the tasks for them. Current research is clear that children of all abilities have equal access to time with the class teacher and should not become too reliant on teaching assistants. Teaching assistants have the most impact when they are delivering planned interventions.

Whole school approaches. The **universal** offer to all children 	Additional, targeted **SEN Support** and provision 	Specialist, individualised support and provision for **High Needs** 
▪ Use of Scholarpack to monitor the progress of all children in school ▪ Use of the Early Years Learning Goals in the nursery and the Unique Child Two-Year Check ▪ Regular Pupil Progress Meetings to identify those children who are deemed to be 'falling behind' and require additional support.	▪ Targeted intervention as part of SEN support. ▪ Child is placed on the SEN Register depending on the level of additional need after consultation with the parents and class teacher.	▪ Child is placed on the SEN Register in consultation with the parents and class teacher. ▪ Higher needs interventions on a 1:1 basis. ▪ Outside agencies are consulted for assessment, advice and targets. ▪ EHCPs are put in place for those children requiring additional high needs funding. ▪ Assess, Plan, Do, Review meetings held termly. ▪ Early Help Assessment may be needed to increase the level of support needed.

What support will there be for my child's overall wellbeing, including emotional and social development?

In addition to support received for academic subjects, there is a range of pastoral support available. We run sessions to help children express their feelings and also run an **ELSA** intervention which helps children manage their emotions. There are **social skills groups** to help those that find communication difficult and there is always the opportunity for any child to talk with a trained adult over any concerns and anxieties.

If you would like support at home, you can request to be referred to a Parent and Family Support Advisor (PFSA), who work with children and families. Specific support plans will be put into place for children experiencing difficulties managing their emotions and those needing medical support or intimate care. All children have access to a trusted adult who they can talk to and children's views are always taken into account when planning interventions to support them. Each intervention will look different, depending on the needs of the child.

Whole school approaches The **universal** offer to all children 	Additional, targeted **SEN support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Personal, Social, Health, Citizenship Education (PSHCE) lessons are delivered as part of the National Curriculum. ▪ Supportive staff that will provide a 'listening ear' to those children who need a little more emotional support. ▪ Forest School	▪ Social Skills groups are run to support children with communication or anxiety difficulties. ▪ Worry Boxes – created as a link between home and school to provide strategies for coping with anxiety. ▪ Forest School ▪ Sensory Play ▪ Break-out areas ▪ Sensory Tents	▪ PFSA support ▪ ELSA specialist to support children in managing their emotions. ▪ Play Therapy

What type of provision is available to pupils with SEND?

All pupils at St Vigor & St John School and The Mill Nursery receive Quality First Teaching through differentiated lessons and closely monitored progress and attainment. Pupils with SEND receive a **SEN Support Plan** to target specific areas of their learning where difficulties arise. The SENDCo consults with class teachers and parents to ensure that the best support for your child is given using targeted interventions delivered at SEN Support and 3 levels. Outside agencies are called upon for assessments, advice and support. They are invited to attend **TAF meetings (Team Around the Family**) and children in receipt of an EHCP will also have **Annual Reviews** – a yearly meeting between the child's parents, teacher, SENDCo and teaching assistant(s). Any outside agencies that are involved with the child's SEN Support will also be invited to this meeting.
At St Vigor & St John and The Mill nursery, there are children with a wide variety of special educational needs. These fall into the four categories of need as described in the SEN Code of Practice for schools:

Cognition and Learning

Children with cognition and learning difficulties may learn at a slower pace than their peers, even with provided with Quality First teaching that is differentiated appropriately. Some children will need additional support with certain aspects of learning such as spelling, reading or Maths. They may have difficulty in organising themselves or their work, or poor working memories and need support in remembering a sequence of instructions. Other children may have complex learning difficulties that require specific targeted support from outside agencies.

Language and Communication

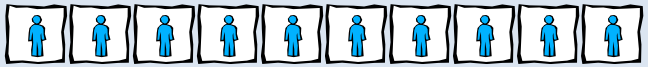
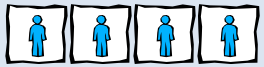
Children with speech, language and communication needs have difficulty in communicating with others which makes it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

Social, Emotional and Mental Health

Children may experience a wide range of social, emotional and mental health difficulties which present themselves in many ways. We work with children who are withdrawn, disruptive, have a lack of concentration or have immature social skills. They may behave in ways that make learning more difficult which can have a negative impact on their health and wellbeing. SEMH difficulties include Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Sensory and/or Physical Needs

Some children have visual, hearing or physical disabilities which prevents them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

Whole school approaches The **universal** offer to all children 	Additional, targeted **SEN support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Quality First teaching that is differentiated appropriately. ▪ Well organised classrooms where resources are labelled for greater independence. ▪ Lessons are planned to meet the needs of ALL the children in the class. ▪ Child's position within the classroom is planned for maximum learning opportunity. ▪ Calm classroom environments for working. ▪ Resources are readily available and labelled. ▪ Support materials are available for Maths & English. ▪ Displays offer key information for English and Maths ▪ Key words are displayed or available on tables. ▪ Discussion work in pairs and as groups encourages good use of language and communication skills. ▪ Progress is monitored regularly by the class teacher. ▪ Marking includes positive comments and 'next steps' to move learning forward. ▪ After school clubs are available to all children. ▪ Breakfast Club is available to all families to support them as working parents and encourage social skills. ▪ A clear behaviour policy is followed by staff and children. ▪ All children have opportunities to take part in class assemblies in the church. ▪ Each child's view is valued - this is taught through PSHE lessons. ▪ All children have access to PE lessons using equipment to support difficulties with fine and gross motor skills.	▪ Social skills interventions are delivered by trained teaching assistants. ▪ Additional English and Maths groups for targeted area of support, such as: Rapid Maths Ninja Maths Spelling Detectives Phonics support ▪ Children are supported in the classroom ▪ Children are withdrawn from class for targeted support identified through assessment for learning ▪ Now and Next boards are used for individuals needing support with organisation. ▪ Chunked tasks – smaller 'bites' of work to support children with working memory difficulties. ▪ Behaviour Support Plans are put into place for those children who require help in managing their emotions. ▪ Time-out breaks – sensory breaks for children who feel overwhelmed by whole lessons of work. ▪ Fiddle toys for children with ADHD that need to be moving all the time. ▪ Sensory toys ▪ Interventions – reactive and preventative to support children in the 4 areas of SEN. ▪ Visual timetables ▪ PFSA involvement available	▪ Visual timetables – personalised for alternative provision ▪ Now and Next boards with motivators ▪ ELSA – Emotional Literacy Support Assistant ▪ Play Therapy ▪ Fine and Gross Motor skills therapy ▪ Individualised Literacy Intervention (ILI) ▪ SEMH support ▪ Speech and Language support ▪ Learning Support Services assessments ▪ Educational Health Care Plans for those children who require specific support with more complex learning or physical needs. ▪ Annual Reviews for those children with an EHCP with input from the class teacher, child, parents and SENDCo. ▪ Assess, Plan, Do, Review meetings held termly to assess the need of the child, plan suitable provision, ensure that the provision is being carried out to a high standard and review the impact of the provision. ▪ TAC meetings held every 8-10 weeks with parents and outside agencies to assess the child's needs and ensure that correct provision is in place. ▪ Input from outside agencies to assess the child's difficulties and provide support to school and families: Speech and Language Hearing & Vision Support Play Therapists Occupational Therapists Autism and Communication Educational Psychologists

How does the physical environment support a child with SEN?

St Vigor & St John School and The Mill Nursery has some children with visual impairments. On the playground, there are a variety of brightly painted designs to follow and play on and a set of footprints that lead each visually impaired child to their classroom.

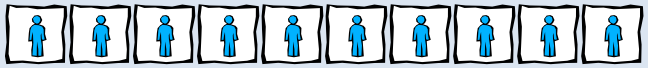
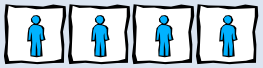
For those children with Social, Emotional and Mental Health difficulties that require a quiet, safe place when they are feeling heightened, then a support tent can be provided. Most classrooms only have one door leading in/out of the room and can be easily monitored by staff.

We have three therapy rooms available to small groups and individuals for interventions.

Within the school grounds, there is an ample playing field, a chicken coup and run, raised beds for vegetables and quieter seating areas outside. This provision is ideal for those children with SEMH difficulties who need a break from the confines of a classroom at times of distress. It all supports the wider curriculum of the school in encouraging children to look after the chickens and collect the eggs, and to take part in planting the raised beds during gardening club after school.

If you feel reasonable adjustments would need to be made for your child, please speak to us regarding appropriate adaptations. All children have the right to access class trips, wherever it is safe for them to do so, and we would work with the parents and the child to ensure that appropriate provision is in place.

For more information please see our separate Accessibility Plan.

Whole school approaches The **universal** offer to all children 	Additional, targeted **SEN support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Sloped tarmac ramp between the school playground and playing field makes them accessible to all children. ▪ Main entrance / school office accessible by sloped entrance off the parking area. ▪ Classrooms are all accessible from inside the building via the main entrance. ▪ Outdoor areas for learning accessible by all children.	▪ Classroom tables very in height according to the age of the children. Those children who require a different table height can be accommodated in the classroom. ▪ Writing slopes are available to those children with motor skills difficulties. ▪ Blackout tent is available and can be placed wherever it is required for children with SEMH difficulties. ▪ Quiet working spaces can be available ▪ Toilets are at age-appropriate heights	▪ Additional provision for children with more complex physical needs will be advised and provided by the PIMS team or Visual Support Team.

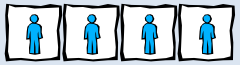
How will you support my child with SEN in making transitions between key stages?

Nursery into Early Years Foundation Stage in school Children who are entering the school from a nursery setting into Reception class, will have opportunities to come to school for a Parent / Carer information evening as well as Stay and Play sessions and a Celebration Picnic or similar social event so that new parents can get to know each other. The school liaise closely with The Mill nursery to support any pupils transferring into school. Teachers will also make home visits to ensure that pupils and parents / carers feel confident about the start of school in September.

For SEN pupils starting school in Reception, a School Entry Plan (SEP) will be completed with external Early Years professionals, parents and key staff to outline targets for the transition. This will be reviewed in the Autumn Term.

KS1-KS2 (Yr 2 moving to Yr 3) 'Move Up' mornings / days are standard practice in education. All children will spend a designated amount of time in their new classroom with their new teacher and any support assistants that may also be part of that class towards the end of the summer term. The children take part in fun activities designed to allow the teacher and children to get to know each other better.

KS2 – KS3 (Yr 6 moving to Yr 7) St Vigor & St John is a feeder school to four different secondary schools: Norton Hill, Blue School, Whitstone and Wells Cathedral School (scholarships). Each secondary school provides a minimum of 1 day in their new setting meeting their teachers, form tutor, getting to know the layout of the school and experiencing part of their new curriculum for the September. Parents are encouraged to visit the secondary school with their child on Open Evenings to explore the school setting together. Parents can ask the questions that a child may find difficult to communicate.

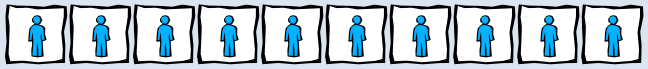
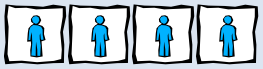
Whole school approaches The **universal** offer to all children	Additional, targeted **SEN support** and provision	Specialist, individualised support and provision for **high needs**
		
▪ Nursery to school – 'Stay and Play sessions' ▪ KS1 – KS2 A morning spent with their new teacher. ▪ KS2-KS3 A minimum of 1 day up to 3 days spent in their new secondary school. Some secondary schools offer' Summer School' days for those children who need additional time in their new setting. A representative of the school may also visit St Vigor and St John School to meet with the children.	▪ Nursery to school – Additional visits to the school are encouraged and planned. A School Entry Plan will be arranged between the nursery setting and the school by the SENDCo. ▪ KS1 – KS2 Additional time with the new class teacher is planned and implemented before and after the school's general 'Move Up' morning. A Transition Booklet is made by the class teacher for the child to take home during the summer. ▪ KS2-KS3 Each secondary school offers additional visits to the school.	▪ **Nursery to school** – a School Entry Plan will be made and outside agencies consulted that are involved with the child. School staff will visit the nursery setting. ▪ **KS1-KS2** For those children who have a communication difficulty such as ASD or ADHD, or who have heightened anxieties, a Transition booklet will be made that has photographs of the new teacher, the teaching assistant (if applicable) and the classroom environment. ▪ **KS2-KS3** Additional sessions at the new secondary can be arranged privately with each school if needed.

How will I know if my child is making progress?

Quality First teaching involves adapting lessons to suit the learning styles of the children within the class and using **Assessment for Learning**. This is a method in which teachers constantly assess the progress made by each child in the class during the course of a lesson. Children may be moved on to more challenging work, or they may need some support and additional resources to succeed in reaching the lesson's objectives.

St Vigor & St John currently uses Scholarpack as a method of recording the progress of every child and from this, teachers can plan lessons that are tailored to meet the needs of the children in their class. This may be as a whole class, small groups working with an adult, or an intervention designed to close a gap in a child's learning.

The Mill Nursery uses the National Curriculum Early Learning Goals and the Developmental Journal as a method of recording the progress of every child.

Whole school approaches The **universal** offer to all children 	Additional, targeted **SEN support** and provision 	Specialist, individualised support and provision for **high needs** 
▪ Parents Evenings occur twice a year and parents are encouraged to attend to discuss the progress of their child/children. ▪ Teachers are happy for parents to make appointments to discuss the progress of a child after school. ▪ Annual School Reports – these are written at the end of the year to report on each child's progress and suggest targets for the following year.	▪ Additional meetings with the class teacher. ▪ Meeting with the SENDCo if a parent is concerned about their child's progress and believe that there is a learning difficulty.	▪ Assess, Plan, Do, Review meetings ▪ Early Help Assessment may be carried out to invite outside agencies to become involved in a child's special educational needs. ▪ TAF meetings for outside agencies' involvement ▪ EHCPs and those children in receipt of High Needs Funding will require an Annual Review of their needs and provision. This will include the child, parents and class teacher. Outside agencies may also be invited to attend where possible.

How do we know how good our SEN provision is?

- The Headteacher and Governing body of St Vigor & St John assist the SENDCo in ensuring that provision for SEN across the school is well coordinated, complies with legal requirements and meets the needs of the children on the SEN register.

- An audit of SEN provision across the school is undertaken each year by the SENDCo and SEN Governor.

- An SEN Report is written by the SENDCo to the governors outlining the progress of SEN students in the school; measures the impact of interventions; highlights the training undertaken by staff to support children with SEN; discusses resourcing for SEN and what additional resources are needed; and funding for children with EHCPs.

- Learning Support Services are regularly brought into schools to assess the needs of children and ensure that SENDCos are supported in managing SEN across the school. They offer advice and can provide a pathway to additional services that may be required.

- Scholarpack – measures the progress of each child in the school. Children with SEN should also be making good progress, although it may be from a different starting point to their peers.

How do I make a complaint?

If you are unhappy with your child's SEN provision, then please contact the Headteacher or the SENDCo via the main office to make an appointment. We are happy to listen to your concerns and will endeavour to rectify the situation as needed.

School Office Tel: 01761 233847
School Office Email: school@svsj.bwmat.org

This SEN Information Report was made in conjunction with the SENDCo, Headteacher, Nursery Manager, SEN Governor and Parents of the Inclusion Committee. It will be reviewed in October 2021.