



## St John the Baptist RC Primary School Special Educational Needs and Disability Information Report 2025-26

### What kinds of SEND are provided for at St John the Baptist RC Primary School?

Children and young people with SEND have different needs, but the general presumption is that all children with SEND are welcome to apply for a place at our school, in line with the school admissions policy (for pupils with an EHCP, different arrangements apply; please see the relevant paragraph below). The admissions policy for St John the Baptist RC Primary School can be found on our website (<https://www.stjohnthebaptist.stoccat.org.uk/key-information/policies> ). If a place is available, we will undertake to use our best endeavors, in partnership with parents, to make the provision required to meet the needs of SEND pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the Local Authority (LA) must comply with that preference and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, **and/or**
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the LA will send the school a draft copy of the EHCP for consultation. The school will respond to the consultation with reference to the points above. The LA then consider their comments very carefully before a final decision on placement is made. In addition, the LA must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

### How does our school know if children need extra support?

At St John the Baptist RC Primary we use a number of strategies to identify if a child needs extra support including:

- Concerns raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Observation of pupils

- Screening, such as that completed on entry or as a result of a concern being raised (e.g. WellComm assessment, York Assessment for Reading Comprehension, Phonological Awareness Battery), indicates a gap in knowledge and/or skills.
- Use of whole school tracking of attainment outcomes and progress (NFER assessments, teacher assessment) compared against national expectations.
- A pupil asks for help.

### What should a parent do if they think that their child may have SEND?

If a parent is concerned about their child's learning, then we ask that they initially meet with the child's teacher to discuss these concerns. Parents are advised to contact the school office to make the appointment. This initial discussion may lead to a referral to the school Special Educational Needs and Disabilities Coordinator (SENDCo) Mrs Hickman.

Parents may also contact Mrs Hickman or Mrs Campbell (Headteacher) directly if they feel that this is more appropriate.

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

### How will the school support a child with SEND?

At St John the Baptist RC Primary we will ensure that all pupils receive high quality teaching, differentiated to meet the diverse needs of our learners. The quality of teaching provided to pupils with SEND will be monitored in a variety of ways:

- Classroom observations by Senior Leadership Team (SLT) including the SENDCo.
- Ongoing assessment of progress made by SEND pupils using whole school tracking system FFT Aspire
- Work scrutiny and monitoring of planning to ensure effective matching of learning objectives and activities to the needs of the pupils.
- Pupil, parent and staff feedback on the quality and effectiveness of intervention.
- Monitoring of attendance and behaviour records.

All pupils have individual National Curriculum targets, where appropriate, and these are shared and discussed with parents at Parents Evenings.

Attainment is tracked using a whole school system (FFT Aspire) and children who are struggling to make expected levels of progress are identified quickly. Children who are working significantly behind age-related expectations will have their progress tracked using PIVATS (Performance Indicators for Valued Assessment and Targeted Learning).

Additional short-term provision to increase the rate of progress will be identified and recorded. This information will then be shared with SLT. Class teachers are responsible for arranging, managing and monitoring provision which is additional to, and different from, that of the majority of the class. This provision will be recorded on Assess, Plan, Do, Review (APDR) Profiles. Support will be given from the SENDCo and SLT when necessary.

If the child does not make progress as a result of this intervention, and further support is required as a result of a Special Educational Need, parents will be invited for a discussion around the additional support needed for their child. The school will seek the partnership of the parents in order to improve the outcomes for the child. The child will then be added onto the SEND register. Each child who is placed on the SEND register will have an APDR Profile, to identify and record strategies which best support the child and their learning. Their APDR Profile will also highlight agency involvement, identified needs and progress towards outcomes.

Action relating to SEND support will follow the 'assess, plan, do and review' model:

- a. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- b. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENDCo.
- c. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- d. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

The school are implementing both EEF's recommendations for adaptive teaching and Rochdale's 'Inclusion toolkit'. The EEF recommendations provide suggested strategies to enable children with SEND to access the learning in the classroom. The Inclusion Toolkit document outlines the provision that is expected to be made available for children with SEND in mainstream schools. This document can be found on the SEND section of our school website.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies and support to best meet the specific needs of the child. This will only be undertaken after parental consent.

The school will involve external agencies, as appropriate, for advice on meeting the needs of the child with SEND and in further supporting the families.

If a child has significant and complex needs, and the SEND support required to meet their needs cannot reasonably be provided from the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

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

Our weekly planning format ensures that teachers are focused on the current attainment level of the pupils, thus ensuring that objectives, teaching strategies and activities are adapted to meet the needs of every child in the class. SEND pupils will also have an APDR Profile, detailing adaptive strategies to best support the child and their learning in the classroom, and any additional interventions that are required.

When a pupil has been identified as having SEND, the curriculum and learning environment will be further adapted by the class teacher to reduce any barriers to learning and enable the child to access the curriculum more easily. These adaptations will relate to the EEF's 5 recommended strategies for adaptive strategies:

- explicit teaching
- scaffolding (including use of visuals – Widgit symbols)
- cognitive and metacognitive strategies
- flexible grouping
- use of technology (e.g. Clicker)

These adaptations may include strategies suggested by the SENDCo and/or external specialists.

If it is appropriate, children may also be provided with specialised equipment or resources such as ICT equipment. All actions will be recorded and discussed with parents.

## How will parents know how their child is doing?

Attainments towards the agreed outcomes will be shared with parents at three points in the year, through termly parent meetings and sharing of APDR Profiles.

Parents will also receive a School Report at the end of the academic year. Parents may also request a Home-School diary if they feel it would be a useful tool for communicating with school staff. Other meetings may be held throughout the year when necessary.

Parents are encouraged to make an appointment with the class teacher, the SENDCo or the Headteacher at any time if they feel concerned or have information to share that could impact on their child's success. This can be arranged through the school office on 01706 647195.

## How will parents be able to support their child's learning?

The school has invested in a number of resources to support learning, which can be accessed electronically from home. Children will be given login details for all resources.

The school also provides regular opportunities for parents to visit school to see the learning that is taking place. These sessions provide an opportunity for parents to learn more about how to support their child's learning at home.

The class teacher or SENDCo may also provide information on additional strategies or activities for supporting the child's learning.

## What support will there be for children's overall wellbeing?

At St John the Baptist RC Primary the wellbeing of all pupils is very important to us. Every class does a daily check-in to ask the children how they are feeling, so that staff can support pupils with their emotional regulation.

All classes have at least one teaching assistant to help to support pupils' learning and promote positive behavior.

The school has two ELSA trained staff (Emotional Literacy Support Assistants) – Mrs Robinson and Mrs Hodgkinson. Mrs Robinson is also the Pastoral Lead and Mrs Hodgkinson is Wellbeing Ambassador Lead. These members of staff work closely with individuals and small groups to support their emotional and behavioural needs.

Any individual behaviour needs are addressed and use of reward charts and behaviour plans ensure that improvements are made over time. Regular communication between home and school supports children with behavioural needs.

Pupils have an opportunity to voice any concerns or worries with any member of staff, but particularly the Pastoral Lead. There are also opportunities for pupils to go to speak to members of the Team for the Common Good or the Worship Team.

Where necessary, some children will take part in interventions to develop their social skills, such as a Talkabout Group or Lego therapy. These groups help children to develop their social interaction skills and develop emotional resilience and well-being. For children who struggle with social interaction and find break-times difficult, small group opportunities within school, or outside, helps children to work on these skills.

The school is also supported by the Mentally Healthy Schools Team which provides support particularly around mental wellbeing.

## What specialist services are available through the school?

The school has access to a range of specialist services including:

1. Speech and Language Therapy
2. Rochdale Additional Needs Team
3. Educational Psychology Service
4. Mentally Healthy Schools Team
5. CAMHS
6. Occupational Therapy
7. School Health Service
8. Educational Welfare Officers
9. Social Services

## What training do the staff supporting children with SEND undertake?

School staff have received a range of training. Most recently, training has been provided on EEF's 5 –a-day adaptive teaching strategies, Clicker, Widgit, PIVATS, behaviour management and Emotion Coaching.

## How are SEND children included in activities outside the classroom, including school trips?

Risk assessments are carried out to ensure that all pupils are able to participate in activities outside of the classroom. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. If necessary, parents may be invited to attend school trips.

## How accessible is the school environment?

There are ramps to all the main access points into the school building, however, wheelchair users are unable to access the first floor of the school as there is currently no lift in the building. However, if pupils or visitors have mobility problems, there is an 'Evacuation' chair, which staff can assist with, so the pupils and visitors can access the first floor.

Please see the school's Accessibility plan, which can be found on the school website, for further information.

## How does the school prepare SEND children when joining or transferring to a new school?

A number of strategies are in place to enable effective transition. These include:

### **On entry to Nursery/Reception:**

- Where possible, Class teachers visit the children in their current setting and discuss current attainment. Children and parents also have the opportunity to visit the school.
- Class teachers have phone consultations with previous setting
- The SENDCo meets with all new parents of pupils who are known to have SEND, early in the Autumn term to allow concerns to be raised and solutions to any perceived challenges to be discussed.

### **Other transition points:**

- If a child is transferring from another school, the previous school records will be requested immediately and a meeting with parents arranged to identify and reduce any concerns.

### **Transition to Secondary school:**

- The Year 5 annual review for pupils with an EHC plan begins the process where parents are supported to make decisions regarding secondary school choice.
- For pupils transferring to local schools the SENDCos of both schools will meet to discuss the needs of the pupils with SEND in order to ensure a smooth transition.

### **Class to class/Phase to phase**

- Teachers hold Transition Meetings to share information about children as they move from one class to another. These meetings allow teachers to discuss all pupils, including those with SEND.

Strategies and interventions will be discussed to ensure transition is as smooth as possible for all pupils. Any reports/assessments which have been carried out will be shared with the new teacher. In the Autumn term, the SENDCo will hold 'Drop-ins' to allow teachers to discuss any concerns about SEND pupils in their new class.

### How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- a. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- b. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- c. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
- d. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. These target the broad areas of need:

1. Communication and interaction

Difficulty with speech and language development and/or social communication and interaction. This means the child or young person may have difficulty saying what they want, understanding others and developing relationships. Children may have a diagnosed condition, such as, Developmental Language Delay or ASC.

2. Cognition and learning

Children or young people have difficulty learning or remembering basic skills. They learn differently from others and may have difficulty with literacy or numeracy or learn at a slower pace.

3. Social, mental and emotional health

Children and young people may have difficulties managing their emotions and/or their social interactions. They may have difficulty making friends or relating to adults. They may be withdrawn, isolated or find controlling their behaviour difficult. They may be experiencing mental health problems such as low mood or anxiety, or have a diagnosed mental health condition such as ADHD.

4. Sensory/physical

Children or young people with visual or hearing impairments, or who have physical difficulties or medical conditions which affect their learning.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to speak to the class teacher, SENDCo, or a member of the Senior Leadership Team.

## How is the decision made about the level of support a child will receive?

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent.

For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review

## How does the school involve parents in discussions about planning for their child's education?

This will be through:

- discussions with the class teacher, SENDCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

## Who can parents contact for further information or if they have any concerns?

If you wish to discuss your child's special educational needs and/or disability or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENDCo,
- The Headteacher,
- For complaints, please contact the School Governors via the school office.

## Information on Local Authority's Local Offer:

<https://www.ourrochdale.org.uk/kb5/rochdale/directory/localoffer.page>