



'Living, Learning and Growing in God`s Love'



**SEN Information Report for St. John Bosco Catholic Primary School
in accordance with section 69(3) of the Children and Families Act 2014**

*Executive Principal – Mandy Grubham
Head of School – Jacky Briscoe
SENCO – Jacky Briscoe (Lead), Louise Pitt
SEN Link Governor – Pat Onions*

SEND Code of Practice

The Special Educational Needs [SEN] and Disability Code of Practice: 0 to 25 years, was issued in June 2014, and updated in 2015, for implementation by the Department for Education. It gives clear guidance to education settings for identifying, assessing and providing help for children with special educational needs. It sets out the processes and procedures that all organisations must follow to meet the needs of individual children.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Sandwell that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definition of SEND

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act (2014) and the SEND Code of Practice (2015).

A child or young person has SEN if they have 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 a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. 4 A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) Above or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014).



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Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are four areas of need that children may need additional support with as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

At St John Bosco, a child is deemed to have a special educational need (or a significantly greater difficulty) if they are working well below their chronological age, and they require provision that is additional to or different from the provision that is being made for children of their age.

Mission Statement

St. John Bosco Catholic Primary School has a fully inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

1. What kind of special educational needs provision is accessible for children at St John Bosco Catholic Primary School?

St John Bosco is a fully inclusive school which ensures that all pupils achieve their potential; both personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. This is achieved through a targeted and adaptive curriculum, and a range of interventions.

2. How do we identify children who may have an SEN need?

- Children entering our Nursery and Reception classes are screened using the WellComm Early Language Intervention Programme
- Enhanced Speech and Language Therapist assess children for communication and language concerns
- Pupil progress meetings and data analysis happen every term from which we track and identify children who are not making expected national progress. Interventions/support programmes such as WellComm is used to monitor and ensure that each child makes accelerated progress. We monitor and assess through termly Provision Mapping.

3. What provision is made for children with SEN; with and without an Education, Health and Care Plan (EHCP) in respect of:

a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against what progress they are making, this is normally at termly pupil progress meetings

b) What is the school's arrangements for assessing and reviewing progress of children with SEN?

Those children identified as benefiting from intervention/support are monitored against what progress they are making; this is normally at half termly pupil progress meetings. Using appropriate assessments according to their individual need.

c) What is the school's approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve their potential, this may be through appropriate differentiation, small group work or through 1 to1 teaching. We ensure that all aspects of learning are fully accessible to pupils with SEN through a high quality differentiated and adapted curriculum, working in targeted groups, use of differentiated resources, increased practical learning opportunities and highly effective support staff proving differentiated questioning, breaking down learning into smaller steps and re-wording instructions. Where necessary we adapt the learning environment and resources to ensure the curriculum is meeting the needs of the pupil and the school is physically accessible to all.

d) How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

e) What additional support is available for children with SEN?

We provide a range of interventions that support pupils' cognition and learning, communication and interaction, sensory and physical needs as well as their social, emotional and mental health needs. Some of these interventions are delivered in small groups or others individually.

We also have a Speech and Language Therapist who provides an enhanced service fortnightly.

The school provides various interventions/support that meet the individual needs of the children (see Class provision maps, Intervention overviews and Individual

Mapping Plans). Children who require higher levels of support have access to appropriately trained support staff.

f) What support is available for ensuring the emotional and social development of pupils with SEN?

We have members of staff who are highly trained in Social, Emotional and Mental Health (SEMH) activities. Intervention and nurture groups/activities are identified to support specific individual needs.

The school provides interventions/support by offering additional support to overcome each individual's barrier to learning, in order to enable each child to reach their full potential.

Children may experience a range of social, emotional and mental health concerns which manifest themselves in many ways so St John Bosco work closely with Inclusion Support and the SEMH Specialist Teachers to consult and assess children's specific needs.

A member of staff has been appointed as a Mental Health Lead to oversee all support and interventions.

4. Who is the named SEN contact?

Mrs Jacky Briscoe (SENCo)
St. John Bosco Catholic Primary School
Monmouth Drive
West Bromwich
West Midlands
B71 2ST
0121 556 0228
jacky.briscoe@st-johnbosco.sandwell.sch.uk

5. What specific expertise is available to children with SEN?

- All staff delivering Read, Write Inc. and RWI 1:1 intervention have received appropriate training.
- Numicon Accredited Teacher
- Dedicated support staff for nurture
- Speech and Language Enhancement Service
- Trusted Adult Trained Staff
- Mental Health Awareness Trained Staff
- Makaton Trained Staff
- All staff delivering interventions are appropriately trained

6. What specialist equipment and facilities offer support for children with SEN?

Sunshine Classroom – which provides an additional classroom for SEN and includes sensory activities

Rainbow Room for nurture interventions

Lifts for disabled access (to ground and first floor only)

A range of resources to meet individual needs, such as sensory toys, Communicate in Print software.

7. What arrangements are there for consulting and involving parents of children with SEN?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, IPM/provision map discussions, progress reviews and yearly written reports.

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps.

Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

Children may have 'All About Me' records which allows them to discuss their needs with staff.

All SEND children are fully inclusive and have the opportunity to have roles and responsibilities within classes and across whole school.

9. The arrangements made by the governing body or proprietor to the treatment of complaints from parents of pupils with SEN about provision made at the school.

Parents who wish to complain are strongly encouraged to initially speak to the SENCo in the first instance regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the SENCO, the parent would then be directed to the Executive Principal, failing this then the parent would be directed to the school's complaints procedure and information regarding SENDIASS would be provided to the parents.

10. How the governing body involves health, social services, LA Support Services, V.O.s and others in meeting the needs of pupils with SEN and supporting their families.

In order to meet the individual needs of a child the school will work with and seek advice from Inclusion Support with support from an educational psychologist, advisory teacher, speech and language therapist, and health colleague to support the child's academic and social progress.

11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in clause 32*.

Speech & Language Services 0121 612 2010
Sandwell Inclusion Support 0121 569 2777



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SENDIASS Parent Support Service 0121 555 1821

12. The school's arrangements for supporting pupils with SEN in transferring between phases of education or preparing for adulthood and independent living.

- Consultation with parents/carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visits to the new setting.
- School implements Sandwell's Transition Pathways which identifies the individual pathway of transition required for each child.

13. Information about where the Local Authority's Local Offer is published:

See Local Authority Website

[Family Information Service Hub | Sandwell Local Offer](#)

Updated February 2024

To be reviewed February 2025

Mark 9:36-37

"Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me."