

**SEN Information Report for St. John Bosco Catholic Primary School  
in accordance with section 65(3) of the Children and Families Act 2014**

**1. What kinds of Special Educational Need provision is made accessible at St. John Bosco Catholic Primary School?**

*St. John Bosco Catholic Primary School is a fully inclusive school, 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. (see whole school provision map)*

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

- *Children entering our Nursery are screened using the WELLCOM language assessment.*
- *Pupil progress meetings and data analysis happen every half term from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the 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 EHC Plan 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 half 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.*

**c) What is the schools 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.*

**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?**

*The school provides various interventions/support that meet the individual needs of the children (see Class provision maps and Intervention overviews). 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?**

*Children access all areas of Social, Emotional and Mental Health curriculum. In addition to this, nurture groups/activities and emotional well-being groups are also available.*

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

*The school operates nurture provision through the 'Rainbow Room', where a dedicated mentor is available to meet with all pupils.*

*Members of staff have received Mental Health First Aider training to support additional social, emotional and mental health concerns.*

**4. Who is the named SEN contact?**

*Mrs Jacky Briscoe (SENCo)  
St. John Bosco Catholic Primary School  
Monmouth Drive  
West Bromwich  
West Midlands  
B92 8BA*

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

- *All staff delivering Read, Write Inc and Freshstart interventions have received appropriate training.*
- *All staff delivering Read to Succeed interventions have received appropriate training.*
- *Numicon Accredited Teacher*
- *Dedicated support staff for nurture*

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

*Sensory Inclusion Room  
Lifts for disabled access*

**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, IEP/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 SEN, 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.*

**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 Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.*

**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 an educational psychologist, advisory teacher, speech and language therapist or 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 0845 3527 552  
Sandwell Advice and Support Service (SENDIASS) 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 visit's to the new situation.*

**13. Information about where the LAs LO is published:**

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>