

St John Vianney Primary School

Special Educational Needs Information 2024-25



The SEND Information Report should be read in consultation with the SEND policy, Accessibility Plan and Annual SEND Report. The following report is intended to provide parents, carers and families with information on how to support pupils identified with a special educational need or disability.

St John Vianney is a fully inclusive school. We ensure that all pupils are supported to reach their potential personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise, and value, the need for a full range of educational and pastoral support. Mrs Spencer, the Special Educational Needs and Disabilities Co-ordinator, works closely with all staff in school, as well as various professionals from a wide range of outside agencies. St John Vianney is proud to have a Social, Emotional and Mental Health Mentor, who provides a range of bespoke support tailored to children's individual SEMH needs. School also employ a counsellor from the Road Centre to support pupils with significant emotional or mental health difficulties; relationships, bereavements and self-esteem issues.

There are a number of reasons why a child may be identified as having SEND:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, such as dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, such as a hearing impairment

For all pupils at St John Vianney Primary School who have an additional need:

- We deliver high quality teaching, differentiating the curriculum and resources, to meet the needs of individual children and to promote pupil progress.

- We seek support and advice from outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need - assess, plan, do, review.
- Lessons are as inclusive as possible, with adjustments made depending on need.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- New resources are purchased under the direction of outside agencies.
- Support staff are placed where they are needed throughout the school, to ensure pupil progress, while at the same time promoting independence
- The SENDCO is able to provide advice and guidance to staff and parents, as well as carry out extra small group interventions and work with pupils on a 1:1 basis.
- All school related activities are evaluated in terms of their positive impact on learning success and inclusion of SEND pupils.
- We value and recognise the expert role families play in their children's lives and work closely in partnership with them.
- We support our families with children with SEND, formally through review meetings and informally through an 'open door' approach. We are also able to signpost to services and organisations which may offer appropriate input or advice via the Local Offer.
- We evaluate intervention groups and strategies on a regular basis to make sure that all children reach their full potential.
- We hold review meetings for SEND children to consult with parents. These may be during parents evening meetings or separate meetings with the SENDCO.
- We liaise very closely with our secondary schools at transition times to ensure that SEND pupil information is clearly communicated, so that the move to secondary school is as smooth as possible.

The information here is general; each child is an individual and will receive unique provision and resources where necessary. The teaching team continually assess and monitor the progress of all our pupils and all provision focuses on achieving the best possible outcomes for every child.

If you have any concerns about your child's learning or well-being, please come in to school and discuss matters further with your child's class teacher, the school's SENDCO or the Headteacher. We shall be happy to discuss things and work with you, as we seek to support your child in school.

Email: admin@stjohnvianneynewcastle.org

Telephone: 0191 267 2233

Parents can also contact their local Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their pupil's SEND and/or disability.

The Newcastle SENDIASS manager is Sarah Francis. She can be contacted on 0191 2116255 or by email: sarah.francis@newcastle.gov.uk.

Type of SEN	Support provided in school
<p>Communication and Interaction</p> <p><i>Autism Spectrum Disorders (ASD) and Speech, Language and Communication Needs (SLCN)</i></p>	<ul style="list-style-type: none"> • We use visual timetables to support children to understand what will happen and when. • We offer support/supervision during breaks and lunch times, when appropriate. • We run individual Speech and Language sessions to support children's specific speech and language needs. • We run small group Talk Boost and NELI sessions to help boost specific children's language and communication. • We access expertise and advice of the Local Authority Speech, Language and Communication Team as well as the SEND Outreach Service. • We provide individual workstations and areas of low distraction when required. • We use ICT where possible to reduce barriers to learning. • We individualise reward systems, where appropriate, to promote learning and enhance self-esteem. • We have resources to support pupils with speech and language difficulties, e.g. word banks, visual prompts. • We use a range of strategies and resources to reduce anxiety. • We use social stories to help children learn how to approach and deal with different social situations. • When required, we provide specific one to one support, e.g. Box Time. • All staff have completed the Autism Awareness Course.
<p>Cognition & Learning Needs Moderate</p>	<ul style="list-style-type: none"> • We access the expertise and advice of the Special Educational Needs and

<p><i>Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD)</i></p>	<p>Disabilities Outreach Service (SENDOS) to ensure the needs of children are clearly identified.</p> <ul style="list-style-type: none"> • We provide small group support out of class with a focus on Maths and English skills depending on the need. • We use intervention programmes to improve literacy and numeracy skills, such as IDL, Mastering Number, Unlocking Letters and Sounds Phonics Intervention and BRP. • We provide resources to support children with specific needs, e.g. coloured overlays and word banks for children with Dyslexia. • We assess pupils regularly and report progress to parents and staff. • We hold meetings with parents so that any reports from outside agencies can be fully explained to parents. • We use targeted small group support in class from the class teacher or teaching assistant when required. • We assess pupils for access arrangements for end of Key Stage tests. • Small group phonics intervention 3xweekly for Lower Key Stage 2 pupils at their level of phonic acquisition. • Practical resources and manipulatives where possible for children to ensure learning is multi-sensory. • Alternative approaches to recording made available where necessary. • Additional processing and thinking time given for completing tasks and sharing ideas. • Newcastle Assessment Tool used to support pupils working significantly below Age Related Expectations. • We now use a Phonics Mastery and Maths Mastery approach so that all children can access Phonics and Maths learning.
<p>Social, Emotional and Mental Health</p> <p><i>Needs Mental Health Condition, Social Difficulties, Emotional Difficulties</i></p>	<ul style="list-style-type: none"> • We have a SEMH Base and SEMH Mentors, who work across all classes with children identified as having a social, emotional or mental health need. The

	<p>SEMH Mentor runs individual and small group sessions, tailored to suit the needs of the children.</p> <ul style="list-style-type: none"> • We provide pastoral care for our children. • Our behaviour management in school is based on encouraging pupils to make positive decisions and good behavioural choices (See Anti-Bullying Policy). • We complete risk assessments and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities. • We put in place short term support for a child with a specific emotional need, for example bereavement or separation - 'Rainbow Group'. • We seek the advice and support of outside agencies, including the school nurse, Educational Psychologist and the Children and Young People's Service (CYPS). • We also have a Family Liaison Officer, to support children and their families. • We have daily mindfulness activities.
<p>Sensory and Physical Needs</p> <p><i>Hearing (HI), Visual Impairment (VI), Physical Difficulties, Multi-Sensory Impairment, Medical Needs</i></p>	<ul style="list-style-type: none"> • We seek advice and guidance from relevant agencies such as Physiotherapists, Occupational Therapists, the Newcastle Children's Vision Team and Hearing Impairment Team etc. Advice is acted upon to ensure barriers to success are reduced or removed. • Where appropriate, we provide support and aids to ensure access to the curriculum and develop independent learning, including resources to support fine and gross motor skills and alternative ways of recording. • Physical aids or resources where necessary or where advised by specialists e.g. wobble cushion, pencil grips, spring scissors etc. • We seek and act on advice and guidance for pupils who have significant medical needs.

	<ul style="list-style-type: none">• Support with personal and intimate care, if and when needed.• Our school has disabled toilets.• Our staff understand and apply the Medicine Policy.• Designated First Aid trained staff are assigned to break, lunchtimes, educational visits, etc.• Small group or 1:1 targeted intervention programmes are delivered to pupils to improve skills e.g. sensory box time, Speed Up, Write from the Start, etc.• Movement breaks for pupils with motor coordination difficulties as and when required.• Adjustments to physical environment and resources where appropriate.• Sensational Schools training completed
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This policy was approved by Governors in November 2024.

It is reviewed annually with the next one due in October 2025.