

John Ruskin Primary School and Language Classes

Annual Whole School SEND Information

Coordinators: Donna Brooks and Suzy Gregory
Last review: November 2019



“Be responsible, be fair, stay positive and care”

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As of November 2019, in John Ruskin main school, we have a total of 66 children on the SEND register.

13 children have Education, Health and Care Plans (EHCPs).

53 children receive SEND support.

13.2% of the whole school are on the main school SEND (not including the LU) register.

As of November 2019, our language unit has 25 children all of whom have an Education Health Care Plan (EHCP).

From November 2019, **SEND children** will receive a range of different support, services and programmes to meet their needs:

- Speech and language therapy: 83% main school, 100% lang. unit
- Lego therapy, language group, social skills group: 44% main school, 100% lang. unit
- TEACCH main school: 29%, lang. unit 0%
- Dyslexia programmes: 5% main school (2 diagnosed), 12% lang. unit (3 diagnosed)
- Hearing impairment support: 0% main school, 0% lang. unit
- Physiotherapy programmes: 0% main school, 4% lang. unit
- Occupational therapy programmes: 0% main school, 20% lang. unit
- Gross and fine motor activities: 23% main school, 100% lang. unit
- AST (Autism Support Team): 23% main school, 0% lang. unit
- Teaching assistant support: main school 23% – to support individuals with ASD, language disorder, SEMH difficulties
- PDC (Pupil Development Centre): 2% main school, 0% lang. unit

SEND in the main school

The children at John Ruskin have a range of SEND, i.e. speech and language needs, social, emotional, mental health difficulties, behavioural difficulties, physical and medical needs, autism, hearing impairment, visual impairment, speech impairment / disorder and dyslexia.

Children who are on the SEND register have their needs met by the class teacher with a differentiated curriculum, some TA support or they participate in small group learning with either a teacher or TA. Some of the children have more specific needs which are met by daily support from the TA and the support of outside agencies i.e. Educational Psychologist (EP), Speech & Language Therapist (SALT), Occupational Therapist (OT), Autism Support Team (AST), Pupil Development Centre (PDC) etc. All children on SEND register have an Individual Educational Plan (IEP) with targets specific to their needs. Targets are monitored by the class teacher and reviewed by the SENDCo in consultation with the EP, SALT, AST and outside agencies where necessary. In addition to this the all of the extra support children receive and the cost is recorded on a provision map. There are a variety of consultation, TAC and TAF review meetings held with parents, professionals and SENDCo for children who have EHCPs.

SEND in the Language Unit

The Language Unit provides specialist provision for children with speech and language impairments and disorders. Children in the Language Unit receive a differentiated curriculum and onsite speech and language therapy, which is provided by 'Unlocking Language'. They integrate into the main school for all playtimes, lunch, assemblies and for other subjects according to individual needs.

The Language Unit provides support to identified mainstream SEND children who come over to the Language Unit and take part in some weekly oral narrative and social use of language sessions and specific speech and language work. Some identified main stream children are provided with daily support by attending English lessons and or Maths lessons or in some instances attend *Lego therapy* or *social use of language groups* in the Language Unit.

The Language Unit also hosts an outreach early years intensive language group run by the 'Children and young people's community speech and language therapy service' from Evelina London and Guys and St Thomas' NHS Foundation Trust.

Children with an EHCP

Children with an EHCP in the main school and the Language Unit have their needs met by the class teacher with a differentiated curriculum, daily 1:1, 1:2 or small group support from a TA (hours of support as per statement/ EHCP and needs) and the support of outside agencies. i.e. EP, SALT, OT, HSS, PDC etc. Children with an EHCP will have an IEP with targets more specific to their needs; these targets are monitored and reviewed by the SENDCo, SALT, EP, parents and outside agencies.

Children with an EHCP have their EHCP reviewed annually at an annual review meeting held with the parents, SENDCo and class teacher in consultation with the EP and outside agencies where necessary. Parents with children who are SEND support meet with the SENDCo once a year during one of the three parents evenings

SEND Progress tracking from the end of Year 2 – the end of Year 6 2019

Progress made from year 2 to year 6

Reading

100% made 12 + points

Writing

100% made 12 + points

Maths

100% made 12 + points