

John Ruskin Primary School and Language Classes

Annual Whole School SEND Information

Coordinators:

Donna Brooks, Assistant Headteacher & SENCo for the Mainstream
Suzy Marshall, Deputy Headteacher & Teacher in Charge of the Language Unit

Last review: November 2021

Next review: November 2022



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

Annual Whole School SEND information
Updated: November 2021
Coordinators: Donna Brooks and Suzy Marshall

As of November 2021, in John Ruskin main school, we have a total of 73 children on the SEND register.

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

56 children receive SEND support.

15% of the whole school are on the main school SEND (not including the LU) register.

As of November 2021, our language unit has 25 children all of whom have an Education Health Care Plan (EHCP).

From November 2021, **SEND children** will receive a range of different support, services and programmes to meet their needs:

- Speech and language therapy: 96% main school, 100% lang. unit
- Lego therapy, language group, social skills group: 96% main school, 100% lang. unit
- TEACCH main school: 38%, lang. unit 8%
- Dyslexia programmes: 4% main school 12% lang. unit
- Hearing impairment support: 0% main school, 8% lang. unit
- Physiotherapy programmes: 1% main school, 4% lang. unit
- Occupational therapy programmes: 1% main school, 20% lang. unit
- Fine motor activities: 41% main school, 100% lang. unit
- Gross motor activities: 0% main school, 100% lang. unit
- AST (Autism Support Team): 32% main school, 28% lang. unit
- Teaching assistant support - to support individuals with ASD, developmental delay, language disorder, SEMH difficulties: 25% main school, 12% lang. unit
- PDC (Pupil Development Centre): 26% main school, 12% lang. unit
- School home support: 7% main school, 12% lang. unit
- Emotional regulation programmes: 3% main school, 100% 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, 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 SENCo in consultation with the EP, SALT, AST and

outside agencies where necessary. There are a variety of consultation, TAC and TAF review meetings held with parents, professionals and SENCo 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. (integration arrangements may differ due to the Covid 19 pandemic and children staying in their class bubbles)

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.

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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 their 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 teacher, SENCo (main school only), SALT, EP, parents and outside agencies.

Children with an EHCP in the main school will have their EHCP reviewed annually at an annual review meeting held with the parents, Donna Brooks (SENCo) or Suzy Marshall (Teacher in Charge of the Language Unit) and class teacher in consultation with the EP and outside agencies where necessary. Parents with mainstream children who are on the SEND register, who need additional support in the classroom, will meet with the SENCo once a year to review their needs and support.