

John Ruskin Primary School and Language Classes

SEND INFORMATION REPORT

Co-ordinators:

Donna Brooks, Liz Corbyn and Sade Mosanya

Last review: February 2023

Next review: February 2024



"Be responsible, be fair, stay positive and care"

John Ruskin Primary School

SEND INFORMATION REPORT

School based information	People	Summary of responsibilities
<p><u>Who are the best people to talk to in this school about my child's needs?</u></p>	<p><u>Class teacher</u></p> <p><u>Assistant SENDCo</u></p> <p>Sade Mosanya</p> <p><u>Deputy Headteacher – Inclusion & Pastoral Lead</u></p> <p>Donna Brooks</p> <p><u>or</u></p> <p><u>Teacher in charge of the language classes</u></p> <p>Liz Corbyn</p> <p><u>Headteacher</u></p> <p>Clare Tayton</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Carrying out baseline assessments when children arrive at school and using this information to accurately identify areas of need. • Ensuring that individual children are assessed to identify specific learning needs. • Ensuring that all children have access to a curriculum that is adapted to their needs. • Writing Individual Education Plans (IEP) sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what they need to enable them to learn and make progress. • Ensuring that all staff members working with your child in school are supported to deliver planned work/programmes for your child, so they can achieve the best possible progress. This may involve input from external specialists. • Maintaining a daily dialogue between school and parents, through the home/ school contact book (when necessary) about how a child's day has been. We also welcome telephone calls and visits. <p>Contact through the school</p> <p>0207 703 5800</p> <p>office@johnruskin.southwark.sch.uk</p>

<p><u>How can I talk to them about my child if I need to?</u></p>	<p><u>Assistant SENDCo</u></p> <p>Sade Mosanya</p> <p><u>Deputy Headteacher – Inclusion & Pastoral Lead</u></p> <p>Donna Brooks</p> <p>and</p> <p><u>Teacher in charge of the language classes</u></p> <p>Liz Corbyn</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all support for all children. • Developing the school's provision to ensure that every child receives a consistent, high quality response to identified needs in school. • Ensuring that you are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing their progress ○ included in the process of planning ahead • Liaising with all the other people who might contribute to and support your child's learning e.g. Educational Psychology. • Supporting your child's class teacher to write the IEP which specify the targets set for your child and the provision they are receiving. • Arranging EHCP requests and assessments with parents and outside agencies. See SEND policy. • Leading and co-ordinating Annual Review meetings and SEN support meetings. • Ensuring staffing levels are appropriate in meeting the needs of your child. • Making sure that staff are provided with high quality training so they are aware of, and confident in meeting, the needs of your child and others within our school.
	<p><u>Headteacher</u></p> <p>Clare Tayton</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • The overall strategic development of the school. • The day to day leadership and management of all aspects of the school. • Ensuring that the Governing Body is kept up to date about any issues arising.
	<p><u>Governing body</u></p>	<p>Members are responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

		<ul style="list-style-type: none"> • Making visits to understand and monitor the support given to children within the school and being part of the process to ensure your child achieves his/her potential.
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HOW WILL MY CHILD BE SUPPORTED THROUGHOUT THE SCHOOL DAY? :

Children in school will receive support that is specific to their individual needs. This will be provided by the class teacher and class team in partnership with:

- Other staff in the school with specific specialisms.
- Training of staff to support children's specific needs through referrals to local authority services (i.e. Speech and language therapy, Autism support) or recommended specialists (i.e. Team Teach).
- Staff who visit the school from the Local Authority central services e.g. educational psychologists, Speech therapists, Visual impairment team, Occupation therapists etc.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
<u>What are the different types of support available for children in this school?</u>	<p><u>Class teacher input via quality first teaching.</u></p> <p><u>We support children with their needs as described in the SEND code of Practice:-</u></p> <ul style="list-style-type: none"> • Cognition and learning • Communication and interaction • Behaviour, social and emotional • Physical and sensory <p>For children with developmental Language disorders or language impairment. We have a resource base called John Ruskin Language Classes</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This will involve using communication support, adapted resources, specialist equipment (as appropriate to children's individual needs). • Putting in place specific learning programmes such as Beat Dyslexia, Direct Phonics, LTR, Plus One and any other identified approaches or resources, to enable your child to access a broad and balanced curriculum. • Special arrangements for support during tests and SATs (i.e. additional readers or extra time) 	<p>All children in school have access to those strategies that best meet their needs.</p>

	<p>Referrals for places in the Language Classes are made through the Local authority. Contact Bianca Forde at Southwark SEN:- Bianca.Forde@southwark.gov.uk</p> <p>Visits to the Language Unit are welcomed contact the main school office:- 0207 703 5800 office@johnruskin.southwark.sch.uk</p>		
	<p><u>Children are supported by input from:</u></p> <ul style="list-style-type: none"> • EP • SALT • OT/Physio • VI (Visual Impairment) • HSS (Hearing support Service) • AST (Autism support team) <p><u>How we support children to improve emotional and social development.</u></p>	<ul style="list-style-type: none"> • The class teacher will work in partnership with other professionals to deliver programmes of work that are appropriate to group and individual needs. 	<p>Children on the SEND register where appropriate.</p>
		<ul style="list-style-type: none"> • Pupil Development Centre (PDC) Snjezana Metikos • Playground Buddies • Circle Time • Supported Transition • PSHE and Citizenship is taught in all classes • Staff are being trained as mental health champions 	

	<p><u>How we listen to the views of children with SEN and involve them in their education.</u></p> <p><u>Arrangements for consulting young people with SEN and involving them in their education.</u></p> <p>See SEND Policy for further details</p>	<ul style="list-style-type: none"> • Anti-bullying policy contact the school office for the anti-bullying policy office@johnruskin.southwar.k.sch.uk • Specific staff training for individual needs e.g. Positive handling training, Autism support • School Council • Targets booklets • All about me passports • Transition booklets • Annual reviews • Parents evenings • Pastoral support <p>See SEND policy</p>	
	<p><u>Specified support according to your child's diagnosis and staff training:</u></p> <p><u>We support children with their needs as described in the SEND code of Practice:-</u></p> <ul style="list-style-type: none"> • Cognition and learning 	<ul style="list-style-type: none"> • Small class groups with high ratios of adults to children (Language classes). • Structured teaching environments where staff are supported to understand the children's needs through regular training. • A communication-rich environment where children 	<p>Children on the SEND register.</p>

	<ul style="list-style-type: none"> • Communication and interaction • Behaviour, social and emotional • Physical and sensory 	<p>have access to e.g. Makaton signing and Cued articulation.</p> <ul style="list-style-type: none"> • Speech therapists, EP, OT AST work alongside staff to assess children and help devise and deliver the best programmes for individuals. • There is regular training specific to the needs of children for teachers and all support staff. See SEND policy • Children with a statement or EHCP who require specialist expertise as detailed plan will have these needs met through funding according to their EHCP or statement band funding level. See SEND policy • Children without statements or an EHCP who require additional support in school, such as speech therapy or occupational therapy will receive support from the SENDCo, teacher, TA and appropriate professionals. This support is funded by the school's delegated budget See SEND policy • Pupils with access needs are assessed and access arrangements made according to individual needs in accordance with the accessibility plan from our governing body, in compliance with paragraph 3 of schedule 10 of the Equality Act 2010. • There is wheelchair access to all ground floor areas of the school. 	
	<p><u>Integration</u></p> <p><u>How children with SEN are enabled to engage in activities available with child</u></p>	<ul style="list-style-type: none"> • Sometimes it may be appropriate for children from the Language classes to integrate with the main school. They are supported by trained staff appropriate to their needs. • Sometimes it may be appropriate for children from 	<p>Some children where appropriate to their needs.</p>

	<p><u>in school who do not have SEND</u></p> <p>See SEND policy for further details</p>	<p>the main school to attend specialist groups or speech therapy in the Language classes. They are supported by trained staff appropriate to their needs.</p> <ul style="list-style-type: none"> • A risk assessment will be carried out in order to assess a child's needs, so that if necessary additional adults and/or resources can be put in place. • Children integrate for a variety of subjects and activities appropriate to their needs such as maths, English, music, P.E, Art, D.T, after school clubs, trips and workshops. • All children from the Language classes integrate with the main school at lunchtimes, playtimes, assemblies, during visiting workshops and are supported by trained staff. • Children in the main school with specific SEND can be supported in their class by a trained teaching assistant to access the learning alongside their peers. • Children with medical needs e.g.: Diabetes, toileting, dietary and allergies will be supported according to individual needs alongside their peers. 	
<p><u>How will we support a child with identified special needs starting at school?</u></p>	<ul style="list-style-type: none"> • We will first invite you to visit the school (with your child if appropriate) to have a look around and speak to staff. • We will visit your child if they are attending another setting. • If your child has medical needs, someone from the nursing team will also get in touch with you. • We will arrange transition visits with a familiar adult from the setting that they currently attend. 		
<p><u>How we will communicate if there are concerns</u></p>	<p>Parents/carers</p> <ul style="list-style-type: none"> • If you have concerns about your child you should arrange to meet with your child's class teacher, SENDCo or teacher in charge of the language classes. 		

<p><u>about your child?</u></p>	<ul style="list-style-type: none"> • If you are not happy that the concerns are being managed, and/or think that your child is not making progress, you should speak to a member of the senior leadership team. • If you are still not happy you can contact the school SEND Governor. See SEND Policy <p>School</p> <ul style="list-style-type: none"> • If we have concerns we will arrange to meet with you or write to you and ask you to come in to school to meet with us. • We have termly parent/teacher meetings where we can discuss your child's needs and progress. • Your child's class teacher will write a report for their annual review. You will be invited to come to a meeting to discuss this. We value your contribution to this process and will set targets your child's targets with you.
<p><u>How is support allocated to classes?</u></p>	<ul style="list-style-type: none"> • Staffing numbers are decided once the individual needs of children in given class groups have been considered. • Class groups in the Language classes range in size from 6-10 pupils. • See SEND policy for further details on how support is allocated in classes.

<p><u>Who are the other people providing services to children with SEN in this school?</u></p>	<p>A) Directly funded by the school</p> <p>We identify the needs of individuals and in partnership with parents and teachers. We contact and request support from a number of outside agencies. We follow</p>	<ul style="list-style-type: none"> • Pupil Development Coordinator • Parent Support Advisor • Speech therapy <p>http://www.evelinalondon.nhs.uk/our-services/community/locations/sunshine-house.aspx</p> <p>These are additional to the core offer to enable us to provide a higher level of service.</p>
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	advice to meet the needs of children with SEND and in supporting their families.	
	<p>B) Paid for centrally by the Local Authority but delivered in school and links to support services</p> <p>We identify the needs of individuals and in partnership with parents and teachers. We contact and request support from a number of outside agencies. We follow advice to meet the needs of children with SEND and in</p>	<ul style="list-style-type: none"> • Educational Psychology Service www.southwark.gov.uk <p>Speech Therapy http://www.evelinalondon.nhs.uk/our-services/community/locations/sunshine-house.aspx</p> <ul style="list-style-type: none"> • Language Unit Speech Therapy provided by Unlocking Language https://unlockinglanguage.co.uk/ <p>Occupational Therapy http://www.evelinalondon.nhs.uk/our-services/community/locations/sunshine-house.aspx</p> <p>Physiotherapy http://www.evelinalondon.nhs.uk/our-services/community/locations/sunshine-house.aspx</p> <ul style="list-style-type: none"> • Professional training for school staff to deliver medical interventions <p>Nursing Team http://www.evelinalondon.nhs.uk/our-services/community/locations/sunshine-house.aspx</p> <ul style="list-style-type: none"> • You can text a school nurse on: 07520 631 130 • ParentLine School Nursing Service 2020 <p>Visual Impairment Team http://www.evelinalondon.nhs.uk/our-services/community/locations/sunshine-house.aspx</p> <p>Hearing Impairment Team http://www.evelinalondon.nhs.uk/our-services/community/locations/sunshine-house.aspx</p>

	supporting their families.	<p>services/community/locations/sunshine-house.aspx</p> <ul style="list-style-type: none"> • Autism Support Team http://localoffer.southwark.gov.uk/ • SIAS (Southwark Information and Advice Support team) to support families through the SEN processes and procedures). www.southwark.gov.uk • CAMHS (Child and Adolescent Mental Health Services) www.slam.nhs.uk • Multi agency safeguarding (MASH) www.southwark.gov.uk <ul style="list-style-type: none"> • Southwark Local Offer <p>This website provides a range of SEN services and information</p> <p>http://localoffer.southwark.gov.uk/</p>
<p><u>Arrangements for assessing and reviewing children's progress towards their learning outcomes.</u></p> <p><u>Evaluating the effectiveness of the provision made for</u></p>		<ul style="list-style-type: none"> • At John Ruskin we have on going formative and summative assessments for all children. We summarise progress at the end of each term and use information we have gathered to set new targets. We will share this information with you. • Children with an EHCP will have an Annual Review meeting to which parents are invited. The class teacher will write a report about how your child has progressed over the last year and will also write about progress made towards meeting the annual review objectives that were set at the previous review. At this meeting we work in partnership with parents and relevant professionals to set targets for the coming year and to assess the suitability of the current provision. • All children have IEPs written by the class teacher in consultation with the SENDCo. IEPs are made up of targets that are broken

children with SEND

[See SEND Policy](#)

How will we measure the progress of your child in school? And how will I know about this?

Test and exam arrangements

down into small steps. They are reviewed every term and new ones set.

- Children are supported by the class teacher and SENDCO to complete their Learning booklets termly and to reflect on their progress. Conferences with children are carried out before annual reviews to collect the child's view towards their EHCP outcomes.
- [See SEND policy](#) for assessment and evaluating procedures for children with SEND.
- If a child requires additional support during a test or exam such as extra time, a reader, a quiet room or prompts, their needs will be assessed and appropriate support allocated accordingly.

What support do we have for you as a parent of child at JRS?

- At John Ruskin we regard it as essential to work in partnership with parents in order to achieve the best outcomes for their child.
- Arrangements for consulting parents of children with SEND and involving them in their child's education: Termly parent's evenings, SEND support meetings with the SENDCO, EP reviews and parent consultations, Annual Reviews for parents with children who have an EHCP. [See SEND policy](#) for further details.
- We provide parent counselling services available through Place to be.
- You can also request support from Southwark Information Advice and Support service formerly known as Parent Partnership. <http://localoffer.southwark.gov.uk/>
- Local authority's local offer <http://localoffer.southwark.gov.uk/>
- KIDS London SEN is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs. www.kids.org.uk
- Contact a Family provide services to any family regardless of the type of the child's disability as long as they live in Southwark. Services include: drop in service at Sunshine House and selected children centres. <https://contact.org.uk>
- The ADHD Foundation supports achievement, educational attainment, mental health and

	<p>employability. The Foundation works in partnership with those living with ADHD, enabling them to understand and manage ADHD.</p> <p>www.adhdfoundation.org.uk</p> <ul style="list-style-type: none"> • Southwark Autism Support is a project set up by The National Autistic Society to provide information, advice and support to the parents and carers of children and young people with an autistic spectrum disorder (ASD) living in Southwark. The service provides advice, information and suggestions to help with the behavioural, emotional and practical challenges that living with a child or young person with an ASD can present. <p>http://localoffer.southwark.gov.uk/</p> <ul style="list-style-type: none"> • Southwark Carers an independent charity with over 5,000 carers currently registered, they provide information, advice and support to carers across Southwark. <p>www.southwarkcarers.org.uk</p> <ul style="list-style-type: none"> • Southwark Siblings for those living in Southwark, aged between 6 and 14, who help look after a brother or sister with a disability, giving them a chance to meet other siblings, make friends and share experiences, the chance to have fun and take part in activities through attending small groups and ongoing regular meetings outside the family home, also a regular newsletter. Information: www.kids.org.uk • Arrangements for handling complaints from parents of children with SEND can be found in the SEND Policy.
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<p><u>How will we support your child when they are making significant transitions?</u></p>	<p>We recognise that transitions can be a challenge for children and we take steps to ensure that transition is as smooth and as positive an experience as possible.</p> <p><u>Moving classes</u></p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher IN ADVANCE and planning meeting will take place with the new teacher. • All IEPs, files and information will be shared with the new teacher. • Your child will visit their new classroom and meet their new teacher. • Where possible your child will spend time in their new class before they move classes. <p><u>Transition to secondary school</u></p>
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	<ul style="list-style-type: none"> • Where possible a teacher from your child's new secondary school will visit them at John Ruskin. • Where ever it is possible a teacher for the receiving school will attend your child's year 6 annual review meeting to introduce themselves to you and share information. • We will make sure that all records about your child are passed on in advance of their arrival. • We offer a range of transition programmes depending on the needs of the child and the school to which they are transitioning.
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GLOSSARY OF TERMS	
IEP	Individual Education Plan
SEND Code of Practice	The legal document that sets out the requirements for SEND
EHCP	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
EP	Education Psychologist
OT	Occupational Therapist
VI	Visual Impairment
HI	Hearing Impairment
CIP	Communication in Print
HSS	Hearing Support Service
AST	Autism Support Team