



St. Johns CE(A) *Primary School*

SEND information report 2019/2020

What kinds of SEND does the school provide for?






The school accommodates all SEND in line with Equality Act 2010 and provision is available for all 4 areas of need outlined in the 2014 SEND Code of Practice:

- Communication and Interaction- where Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- Cognition and Learning- where children have been identified as having moderate learning difficulties (MLD) or severe learning difficulties (SLD) or Specific learning difficulties (SpLD) affect one or more specific aspects of learning (this includes a range of conditions such as dyslexia, dyscalculia and dyspraxia) or profound and multiple learning difficulties (PMLD).
- Social, mental and Emotional Health- where children and young people require additional or different provision to help support them through a range of social and emotional difficulties.
- Sensory and/or physical – we work with outside agencies to provide support for children in our school with have sensory or physical difficulties. Some children will require specialist support and/or equipment to access their learning, or rehabilitation support. These difficulties can be age related and may change over time.

How do you identify children and young people with SEN and assess their needs?




Dedication - Courage - Joy




At St John's CE (A) Primary school, the progress and attainment of all children is carefully tracked and monitored by class teachers and members of the Senior Leadership Team throughout the year. This includes regular pupil progress meetings. We also know if children need extra help when concerns are raised by parents/carers, teachers or the child.


How will school support my
child?



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- This will be achieved through a range and variety of ways : quality first teaching, lessons differentiated according to ability/ pupils individual needs. This may also include additional teacher/TA support. In addition to this and with parent/carer consent, pupils may be offered extra interventions and small focus groups. These interventions will be reviewed regularly by the class teacher, SENCo, support staff and head teacher. Pupil Progress meetings are held with class teachers each half term to discuss the progress of pupils and further support and strategies may be planned. Within school, additional assessments maybe carried out these include: Salford Sentence Reading, PiRA reading test, HAST2, PuMA maths test and British Picture Vocabulary Scale. These assessments can be repeated following an intervention to evaluate if progress has been made. Occasionally a pupil may need expert support from outside agencies, such as Speech and Language therapy, Educational Psychologist, SENDS services, occupational therapy, Young Minds and special school outreach. A referral will be made with parent/carer consent. From a referral and further assessments, programmes of support and suggestions are usually given to school and parents/carers to complete.




How will teaching approaches
and the curriculum be matched
to my child's needs?

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- At St John's we aim to provide an inclusive, creative, child led curriculum that will equip children to be successful in life with high expectations of all staff. Work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching assistants may work with the pupil 1:1 or in a small focus group. There may be times when appropriate specialist equipment is required for the child. When a pupil is identified as having a special need, then they will work with parents/carers/school staff to create their own learning pupil passport according to their area of need. These will be regularly monitored. If a child has been identified as having an extra area of need, they may be issued with an Education, Health and Care plan from the Local Authority(from September 2014) Currently this known is a Statement of Educational needs.

How will you help me to support
my child's learning?






At St John's CE (A) Primary school, the progress and attainment of all children is carefully tracked and monitored by class teachers and members of the Senior Leadership Team throughout the year through pupil progress meetings. The targets which are set for pupils on their Pupil Passport will be reviewed termly when we will invite parent/carers along with your child to meeting to discuss the pupil passport and the progress since the previous meeting. We will discuss progress made and together set new targets. In addition to these termly meetings; class teachers, the SENCo, Head teacher and Home School Link Worker (HSLW) are available most days by appointment by visiting the school office. Annual written reports of your child's achievement and progress will be sent to you. In the case of Education, Health and Care plans (Statements of Educational Needs) an annual review will be held with all agencies involved. The class teacher will suggest ways in which you can support your child during the Pupil Passport meeting. This will also be the case if outside agencies have been involved and suggested programmes which need to be completed by you at home.

What support will there be for my child's overall wellbeing?





The school has a very positive and caring ethos for all pupils, where members of staff are regularly available for pupils to discuss any issues or concerns. In addition to this, we offer extra pastoral support for those who are encountering emotional difficulties. This may be done through regular mentoring, meet and greet, additional lunchtime activities and support, mediation, small group interventions for behaviour and anger management. In some cases external advice and agencies may be used. Each class has 2 school council members. The School Council and Eco Council regularly have questionnaires regarding the school including safety, behaviour, learning and rewards. The school has Anti-Bullying Ambassadors in each class. This is a successful way in which children have an avenue to say how they feel.

What specialist services are accessed by the school?



*The agencies used by school include:

Educational psychologists

SEND services

CAHMS

School nurse

EWO

Social services

Outreach work


Occupational therapists

Speech therapists



What training have staff received to support children with SEND?






Staff receive regular SEN training each term on all aspects of SEN provision. These have included sessions on dyslexia, ASD, differentiation and speech and language difficulties, Stoke Speaks Out Training, Equality Act and behaviour management. Our HSLW and Higher Level Teaching Assistant (HLTA) has passed an accredited Bullying course. The SENCO has the qualification 'National Award for Special Educational Needs' and another member of staff is completing this. Staff will attend training for specific areas of SEND if and when they arise.

How will my child be included in activities outside the classroom?



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- The school is fully inclusive for all children. Risk assessments are carried out and procedures put in place to enable all children to participate in activities. Parents, the young person and teachers work together to ensure equal access and enjoyment. On some occasions this may require parent/carers to accompany the child during the activity.

How accessible is the school environment?




HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school fully complies with the Disability Discrimination Act.
<http://www.stjohns.stoke.sch.uk/policies/accessibility-policy-and-plan>




How will the school prepare and support my child to join the next stage of education?



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- Many strategies are in place to ensure smooth transitions. These include discussions with previous or receiving school prior to leaving or starting. All pupils attend a transition session where they spend some time with their new teacher. In some cases additional visits are arranged for pupils who need extra time in their new setting. Children in Year 6 with a statement of Educational Need or Education, Health and Care plan have a transition meeting in the February before they start secondary school and the SENCO from the receiving high school is invited to attend this meeting and others if required. Additional transition is also arranged wherever needed.

How are the school's resources allocated and matched to children's special educational needs?



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- The budget for SEN is allocated each financial year, the money is used to provide additional support, resources and equipment (including ICT) dependent on a child's individual need. In addition to this resources are purchased according to need and requirements of specific pupils and groups (when needed).

How is the decision made about what type and how much support my child will receive?



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- The decisions are based on termly tracking data, assessments by external agencies, identification of needs by staff and funding allocation. Staff are timetabled accordingly by the Senior Leadership Team. A provision map is completed and SEN testing takes place each term. The support a child gets will be shared with parent/carers at the pupil passport review meeting.

How will our child be involved in the decisions about their learning?






HOW WILL OUR CHILD BE INVOLVED IN THE DECISIONS ABOUT THEIR LEARNING?

- At various times of the year all pupils have the opportunity to answer questionnaires about their learning. Children who have a Statement of Educational Needs or an Education Health Care plan or a Pupil Passport, will discuss their targets with the class teacher or teaching assistant. The child/young person will be involved in reviewing their own targets three times a year. If children are withdrawn from class for intervention groups the adult running the group will explain what it is about and what the aims of the group are. The groups will be regularly reviewed.


How will we be involved in the decisions about the learning of our children?



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- At the start of the school year parents are asked to sign a home school agreement. At various times throughout the year parent questionnaires are sent out. Parents are given time to express their thoughts at termly parents evenings. Parents of pupils with SEN are invited to meet with the class teacher once a term to discuss targets and progress, the views and comments made by parents/carers will be recorded on the pupil passport document.


How are parents involved in the school?



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- All parents are encouraged to contribute to their child's education through, regular reading, positive support and support with homework activities. Parents are invited to parents evening which are held termly. At St John's CE (A) Primary School we hold regular parent/carer workshops where parents/carers are invited into school to observe practices in reading, phonics and maths and writing. In addition to this parents are invited in to discuss the progress of the pupil passport termly. Annual reviews, for pupils with a Statement of Educational Needs or Education Health Care Plan are held in consultation with parent/carers and other relevant agencies. Parents are encouraged to discuss with the class teacher, SENCO, HSLW and the head teacher any issues or concerns they may have with regards to their child at anytime.

What do I do if I want to make a complaint?




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- At St John's CE(A) Primary school, we are committed to working in partnership with parents/carers to meet the needs of all children in our school. If you have a question or concern about the provision for your child with SEN, then we encourage you to arrange a meeting with the class teacher. If you wish to discuss your concerns further, you can contact the Head teacher and/or SENCO. This is in line with our 'Parent/Carer Complaints Policy'.

<http://www.stjohns.stoke.sch.uk/policies/school-concerns-and-complaints-procedure>

What other support is available
to parents and how can I
contact them?





At St John's CE (A) Primary School:
Head Teacher – Mrs M Rizk
Home School Link Worker – Mrs Ramsden
SENCO – Miss K Lovatt & Miss K Edwards

Outside of school there are a variety of people who you can contact for further help and support including:
The Safeguarding Board – 01782 235100
Your health visitor
School Nurse – 0300 124 0362
Stoke-on-Trent City Council, local offer information; www.stoke.gov.uk/localoffer
SENDIASS (Formerly Parent Partnership) 01782 234701