



**St. John's CE (A) Primary School**

# **SPECIAL EDUCATIONAL NEEDS (SEN)**

## **School Information Report**

**January 2025 Edition**

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website – [www.stjohnscea.org.uk](http://www.stjohnscea.org.uk)

*Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.*

## Contents

1. What types of SEN does the school provide for? .....	3
2. Which staff will support my child, and what training have they had? .....	3
3. What should I do if I think my child has SEN? .....	4
4. How will the school know if my child needs SEN support? .....	4
5. How will the school measure my child's progress? .....	5
6. How will I be involved in decisions made about my child's education? .....	6
7. How will my child be involved in decisions made about their education? .....	6
8. How will the school adapt its teaching for my child? .....	6
9. How will the school evaluate whether the support in place is helping my child? .....	7
10. How will the school resources be secured for my child? .....	7
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? ....	8
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....	8
13. How does the school support pupils with disabilities? .....	8
14. How will the school support my child's mental health, and emotional and social development? .....	8
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood? .....	9
16. What support is in place for looked-after and previously looked-after children with SEN? .....	10
17. What should I do if I have a complaint about my child's SEN support? .....	10
18. What support is available for me and my family? .....	11
19. Glossary .....	12

*'I have come in order that you might have life  
—life in all its fullness.'*

**John 10:10**

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Mr Farrell. He can be contacted by emailing [senco@stjohnscea.org.uk](mailto:senco@stjohnscea.org.uk) or by speaking to the school office team.

They are a qualified teacher and also the school's Deputy Headteacher.

They are allocated specific time during the week to manage SEN provision.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Staff also receive specialist training from external providers and services where this is required.

### Teaching assistants (TAs)

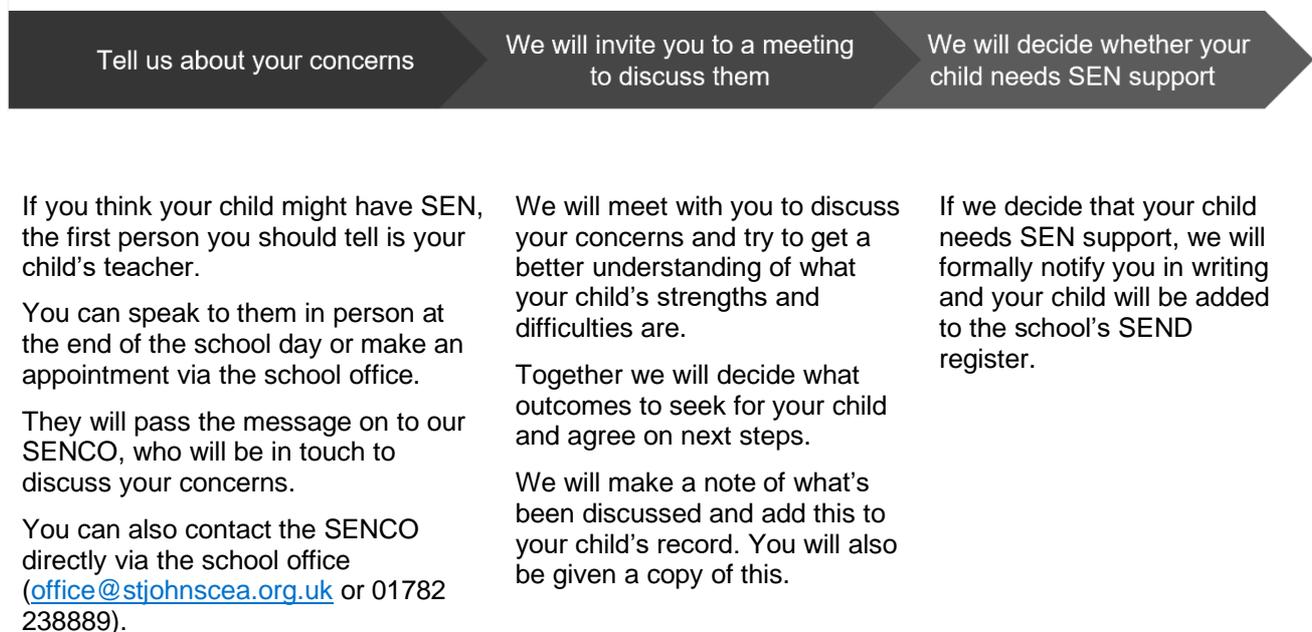
We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?



## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include in their reading, writing or mathematics work, or could be in other areas, such as their social interactions with others.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues

with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

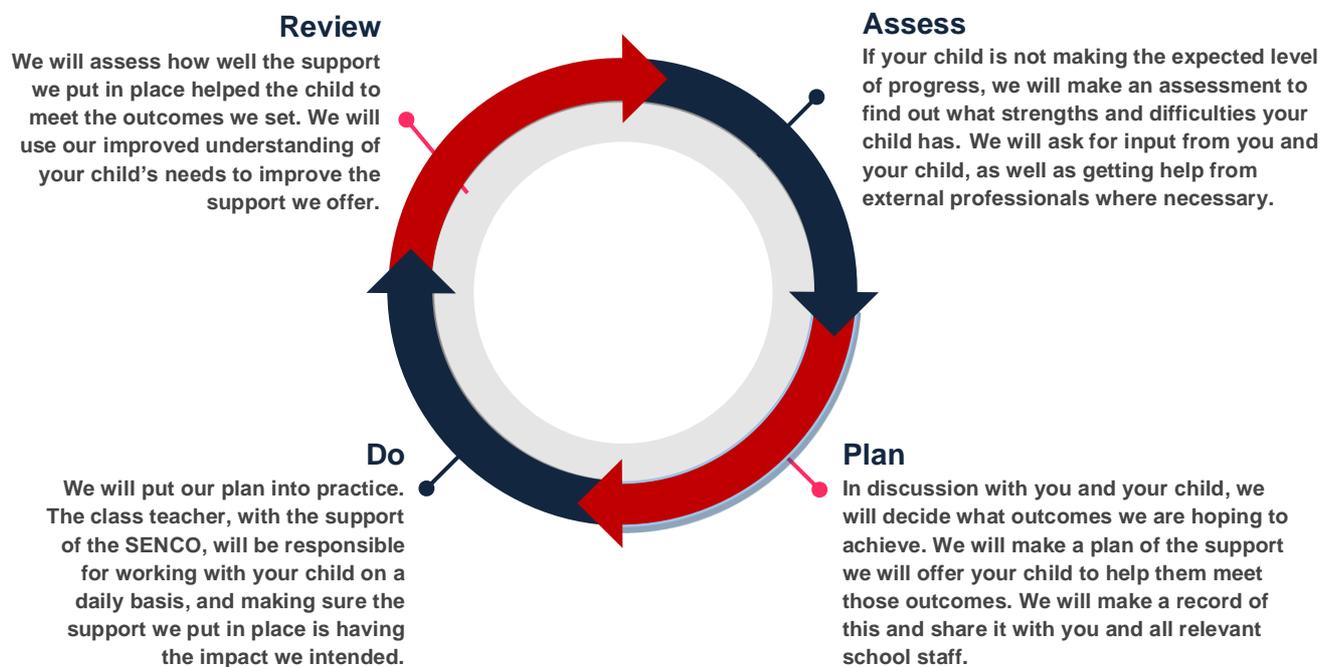
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them. We call these plans Individual Education Plans (IEPs).

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress. In the Autumn and Spring terms, these take the form of a face-to-face parents meeting, and in the Summer term you will receive a written report.

If your child is on the SEN register, your child's class/form teacher will meet you at least 3 times each year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy. This takes the form of an Individual Education Plan (IEP).

If you have concerns that arise between these meetings, please contact your child's class teacher. They are available to speak to at the end of each school day at their classroom or cloakroom door.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Every teacher is a teacher of every child including those with SEN. We believe that all children have the right to a broad and balanced curriculum.

High quality teaching, differentiated/adapted for individual pupils, is always the first step in responding to pupils who have SEN. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND and/or disabilities are making good progress and eliminating underachievement.

We also recognise there are times when some children require a more personalised curriculum and support in a quieter work space free from distractions. Every child, including those with SEN, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs. We take a holistic view to supporting children with SEN, encouraging participation in the wider school curriculum.

Support in school can take many forms such as adult support for a child in class or small group work, with the class teacher or the teaching assistant. The class teacher will also incorporate a range of tools to support learning, where needed, such as additional resources, access to IT or supporting the use of auxiliary aids.

We work alongside other agencies to provide support for those children whose needs require multiagency partnerships. Sometimes, these professionals may suggest additional resources or strategies that the school can use to support your child.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Adaptations may include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils as required, but will always support the child through strategies that build on increasing their independence
- Access to additional intervention targeted to support your child's needs

The intervention and support that we offer are part of our contribution to Stoke-on-Trent's local offer.

## **9. How will the school evaluate whether the support in place is helping my child?**

The head teacher, SENCO and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The SEND governor meets the SENCO on a regular basis and visits the school to ensure that we are following the SEND Policy. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Reviewing their progress towards their goals each term
- Analysis of pupil tracking data
- How pupils progress in intervention groups
- Using pupil questionnaires, monitoring work or pupil interviews
- Monitoring by the SENCO or Leadership Team – observations of teaching and learning, monitoring of books, pupil and staff voice
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff

## ➤ External specialist expertise

When needed, and through consultation and support from the appropriate outside agency professional service, additional equipment and/or facilities will be sourced for children. These resources will be dependent on the need of the child, and the school will work hard to remove any physical barrier to learning and gather equipment necessary to support access to the school and education. These resources could include noise cancelling headphones, writing slopes, pencil grip adaptations, use of ICT, reading frames etc.

Additional Funding or an Education and Health Care Plan will be sought if spending to meet the need of the child exceeds the SEND allocated budget. The School Business Manager, Governors and the school's SENCO monitor the budget for SEND provision closely to ensure the best use of resources.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

Our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip.

All pupils are encouraged to take part in sports days, educational workshops and school productions/shows.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

We work with parents and outside agencies where necessary to ensure that we make adaptations and adjustments so that all pupils can engage with our full curriculum.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

In accordance with the Code of Practice, our school admissions policy requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with our admissions policy.

This is outlined further in the school SEN Policy and Admissions Policy.

## **13. How does the school support pupils with disabilities?**

Our school will ensure that pupils with disabilities have incisive access to the curriculum and the school building and environment. We will ensure that steps are taken to prevent disabled pupils from being treated less favourably than other pupils. This will include meetings with relevant outside agency professionals, discussions with the child and parents or carers.

Necessary additional resources and equipment such as auxiliary aids and services will be sought. This is further referred to in the school's accessibility plan, which can be found on our website.

## **14. How will the school support my child's mental health, and emotional and social development?**

Our children's well-being is at the heart of everything we do.

The school's Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero-tolerance approach to bullying in our school and will address the causes of bullying as well as the negative behaviours. We use Zones of Regulation and emotions toolboxes across the school to provide support for children to self-regulate.

The school has a home-school link worker, who delivers interventions for pupils who require support with their social, emotional and mental health. They work closely with class teachers and the Leadership Team to offer additional support for children in class and in intervention and links directly with parents and carers.

Additional support available to those who need support with their social, emotional or mental health includes:

- Friendship groups coaching
- Break and lunchtime support
- Wellbeing check-ins and reflective journaling
- Support on self-regulation strategies

## **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

Our school has a clear transition program that occurs in both the summer and autumn terms to ensure a smooth transition between year groups and phases of education.

### **Between years**

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule classroom visits and transition lessons with the incoming teacher towards the end of the summer term
- Prepare social stories and photobooks that are given to some pupils to help with their transition.

### **Between schools**

When your child is moving on from our school, we will discuss with you what information you want us to share with the new setting.

The SENCO will ensure that all SEN paperwork is shared securely and swiftly and that there is a sufficient handover. Many of the above strategies used to support between year transitions may also still apply for between school transitions. Where possible, the two schools will work together to organise visits and information sharing.

### **Between Phases**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Visiting their new school to meet their teachers and get to know the layout. Some pupils will be offered the opportunity to take part in additional visits.
- Learning how to get organised independently
- Plugging any gaps in knowledge

## 16. What support is in place for looked-after and previously looked-after children with SEN?

We have a designated teacher for looked-after children and previously looked-after children.

They will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Stoke-on-Trent City Council's disagreement resolution services are highlighted below:

### Disagreement Resolution

In some circumstances, a quick and non-adversarial way to resolving issues can be achieved through a disagreement resolution approach. Disagreement resolution arrangements are designed to resolve issues about the performance of duties, SEN provision, disagreements over health and social care provision and disagreements between health commissioners and local authorities. They are completely voluntary.

### Impartial Information, Advice and Support

If you would like to speak to someone to receive impartial advice and information about disagreement resolution, please contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) at:

Stoke SENDIASS,  
The Crescent Children's Centre  
Pinewood Crescent  
Meir  
Stoke on Trent  
ST3 6HZ

Telephone No: 01782 234701

Web: [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

## 18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the City of Stoke-on-Trent's local offer. Stoke-on-Trent publishes information about the local offer on their website:

➤ [SEND Local Offer – SEND Local Offer](#)

Staffordshire County Council also provide information for the county local offer on their website:

➤ [SEND Local Offer – SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

### **Stoke SENDIASS,**

The Crescent Children's Centre

Pinewood Crescent

Meir

Stoke on Trent

ST3 6HZ

Telephone No: 01782 234701

Web: [www.sendiass-stoke.co.uk](http://www.sendiass-stoke.co.uk)

### **Staffordshire SENDIASS,**

C/o Staffordshire County Council

Staffordshire Place 2

Stafford

ST16 2DH

Telephone No: 01785 356921

Web: [www.staffs-iass.org](http://www.staffs-iass.org)

Local charities that offer information and support to families of children with SEN can be found as part of the Stoke-on-Trent local offer:

➤ [Community, charities, support and advice – SEND Local Offer](#)

National charities that offer information and support to families of children with SEN are:

➤ [IPSEA](#)

➤ [SEND family support](#)

➤ [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages