

St John's C of E Primary School
SEND Information Report
2021 -2022



<p>Who are the best people to talk to about my child's difficulties with learning/ Special Educational Needs or disability (SEND) at St John's C of E Primary School?</p>	<p>We warmly welcome parents/carers to visit the school to discuss their child's needs and a visit can be arranged through the school office.</p> <p>In the first instance, parents/carers are encouraged to talk to their child's class teacher.</p> <p>The Special Needs Co-ordinator (SENCO) is Ann Hutchinson. She is a qualified teacher and has the National Award for SEND Coordination</p> <p>The Headteacher and Inclusion manager is Lulu Esua.</p> <p>The Governor with responsibility for SEND is Mr Jon Shave who can be contacted through the school office.</p>
<p>How do we identify and assess pupils with SEND?</p>	<p>We track the progress and attainment of all our pupils. We use tracking data and assessments to identify any additional needs and to celebrate achievement.</p> <p>The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational needs have not been identified. This extra support will enable the pupil to catch up. Examples of extra support are social skills groups, speech and language groups, phonics groups, narrative groups and pre teaching</p> <p>Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified through the graduated approach (Assess, Plan, Do, Review model) and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain slow rate of progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.</p>
<p>What types of SEND do we provide for?</p>	<p>At St John's we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, learning difficulties and social, emotional and mental health needs.</p>

	<p>There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>We expect all teachers to differentiate to meet the needs of all learners. Differentiation may be through resources, teaching or support. We personalise learning and through our creative curriculum endeavour to make sure that topics are interesting and relevant to enable all pupils to make progress.</p> <p>Quality First Teaching by your child's class teacher: This is the first level of support for all children, including those with SEND, and means:</p> <ul style="list-style-type: none"> ● The teacher has the highest possible expectations for your child and all pupils in their class. ● Teaching is based on building on what your child already knows, can do and can understand. ● Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. ● Specific strategies (which may be suggested by the SENCO or outside professionals) are in place to support your child to learn. ● Your child's teacher has assessed your child's progress and is aware of any gaps in your child's understanding/learning requiring extra support to help them make the best possible progress. <p>Your child may then take part in specific group work with a smaller group of children.</p> <ul style="list-style-type: none"> ● Run in the classroom or outside. ● Run by a teacher or a Teaching assistant who has had training to run these groups. ● Run by an outside professional (like a Speech and Language Therapist) <p>These groups will be for children who have been identified by the class teacher as needing some extra support in school to help them with specific gaps in their understanding/learning or to help them with social skills or to build confidence and self-esteem. These groups include:</p> <ul style="list-style-type: none"> ● Literacy & Language: Extra reading groups, 1:1 Literacy support, Reading Eggs (IT), Phonic groups, Writing groups, Narrative group, School Start language or sound awareness

	<ul style="list-style-type: none"> ● Maths: Additional maths groups, ● Social skills/confidence building: Forest school, Nurture group, Social skills games, Attention group ● Coordination: Jump Ahead, handwriting group <p>An overview of these intervention groups is kept by the SENCO. All of the intervention programmes we use are tried and tested and known to support children to make increased progress. These interventions are reviewed regularly, with the member of staff running the group and the class teacher. We closely monitor the progress of all pupils receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</p> <p>Specified Individual support</p> <ul style="list-style-type: none"> ● If a pupil requires further intervention or support to make expected progress they will be placed onto the SEND register. This ensures that they are closely monitored by the SENCO as well as their class teachers. They may continue with group support but they may also need some targeted 1:1 support. ● When the school identifies this need for sustained and specialist additional support to enable a pupil to make expected progress the parents/carers will be invited to a meeting at the school with the SENCO to draw up a plan of support. These targets will be written by the class teacher and the SENCO and will be shared with the child and parents. <p>Education, Health and Care Plan (EHCP)</p> <ul style="list-style-type: none"> ● This means your child will have been identified by the class teacher/SENCO/outside agencies as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. The type and level of support required will be specified in the EHCP and we work closely with parents and children to ensure that this support is provided for your child and constantly monitor progress to ensure it is effective
<p>How do we adapt the curriculum and learning environment?</p>	<p>Our Forest school and Outside Wilderness Learning (OWL) gives each child an opportunity for outside learning. Dedicated staff plan activities and projects to engage all children while learning outside of the classroom.</p> <p>We have an Accessibility Plan, which can be found on the school website, and make every effort to make reasonable adjustments where possible.</p>

	<p>The School is accessible to children with physical disability via ramps. We have blinds in classrooms to support children with visual impairment and sound fields for children with hearing impairment.</p> <p>We have a disabled toilet facility.</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>The school has a strong ethos of Inclusion and children who have SEND are being integrated and included fully in the life of the school alongside those without SEND. The school works with parents and carers and children themselves to identify possible barriers to inclusion and engagement and to consider ways in which these can be overcome and implement strategies to do this.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>We have parents' meetings in the autumn and spring terms where we share progress and give feedback. In the summer term full written reports are sent to parents. Additional meetings can be arranged on request.</p> <p>If your child is on the SEND Register, or has an EHCP, you will have opportunities to meet termly to discuss your child's progress with the class teacher and SENCO and to update targets.</p> <p>In addition to these meetings, the school has an open door policy and class teachers and SENCO or the Headteacher are happy to meet with parents/carers and/or communicate via telephone and email.</p> <p>The website also has additional information to help families support their child's learning.</p> <p>We strongly believe that a partnership approach with parents/carers is the best way to support a child's learning and needs. We have an open door policy and teachers regularly meet with parents to discuss learning.</p> <p>We have a strong Parent Teacher Association. Every parent is a member and we strongly encourage all parents to get involved. Each class has Class Reps who coordinate support in class and also organise social events for parents.</p> <p>We are very happy for parents to volunteer to help in school. If you are interested in this please do speak to your class teacher or Deputy Headteacher.</p>

	Our Governing Body includes Parent Governors.
How do we consult pupils with SEND and involve them in their education?	When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.
How do we assess and review pupil's progress towards their outcomes? How do we evaluate the effectiveness of our SEND provision?	<p>Your child's progress is continually monitored by his/her class teacher</p> <p>His/her progress is reviewed formally three times a year at school Progress Meetings</p> <p>At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed through Teacher Assessment in Year 2 and a combination of Teacher Assessment and use of Standard Assessment Tests (SATs) in Year 6. This is something the government requires all schools to do and are the results that are published nationally</p> <p>The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>Regular monitoring and review by the SENCO and the senior leadership team will focus on the effectiveness of provision that has been made for all pupils with SEND with changes in provision being made where necessary.</p>
How do we support pupils moving between different phases of education?	<p>Transition and induction are vital whether moving between classes or between settings. All staff at St John's liaise closely to ensure that transitions are smooth and successful.</p> <p>Transfer to other schools from St John's: When a child transfers from St John's to another setting we provide information to the next setting. For children on the SEND Register or with an EHCP there is additional liaison and sharing of information.</p>
How do we support pupils with SEND to improve their emotional and social development?	All of our staff give a high level of pastoral support. Pupils are encouraged to talk to staff if the need arises. Our Behaviour Policy gives clear guidance on expectations, rewards and sanctions and is fully implemented throughout the school. We rigorously monitor attendance and work with our Education Welfare Officer to take necessary actions to prevent prolonged, unauthorised absence. The School Council gives the views of the pupils.

	<p>Our Forest school provision is well established and gives children the opportunity to develop their social, emotional and mental health development in a safe outside space with dedicated staff.</p> <p>All pupils are supported with their social and emotional development through the curriculum, in assemblies and during playtimes. St John's School runs social skills groups and Nurture groups for all year groups according to need.</p>
<p>What expertise and training do our staff have to support pupils with SEND? How do we involve other organisations/agencies in meeting the needs of pupils with SEND and supporting their families?</p>	<p>We regularly invest in training our staff to improve class teaching delivery, small groups and 1:1 interventions. We hold regular staff meetings where staff can be updated on matters relating to special educational needs and disability.</p> <p>Support staff have regular training either alongside the teaching staff; or training which is specifically targeted at individuals or groups of children who have specific difficulties. This training covers a wide range of areas including Speech and Language training, Behavioural support, Occupational Therapy training and other training related to specific learning difficulties.</p> <p>All staff are encouraged to continually update their skills and knowledge. Some of our staff are trained in specialist areas to support special educational needs.</p> <p>The school has a good relationship with all external agencies. These include the Educational Psychology Service, Speech and Language Service, Occupational Therapy, Child and Adult Mental Health Service (CAMHS), Visual Impairment Service, Hearing Impairment Service amongst others.</p> <p>If a child has any other particular need requiring outside expertise we will work with parents and relevant professionals to ensure the best outcome for the child, within budgetary constraints.</p>
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>The Head teacher, governors and business manager oversee all matters of finance. Interventions and support are based on need and are costed and evaluated.</p> <p>St John's School is allocated funding from the Local Authority which is to be specifically used to support the learning of children with SEND. The SENCO will monitor the use of this funding to ensure that it is used for this support and to evaluate its use, with support from the Senior Leadership Team.</p>

	<p>Where a child needs additional support over and above the core funding, the school will apply for additional funding to further meet their needs through an Education, Health and Care Plan (EHCP)</p>
<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<p>The same arrangements for the treatment of complaints at St John's are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO, Deputy Head or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)</p>
<p>What support services are available to parents? Where can the LA's local offer be found?</p>	<p>The Richmond-Kingston SEND Information, Advice and Support Service (SENDIASS), managed by the national charity Kids, provides free, impartial, confidential advice and support on SEN-related issues to parents/carers and young people. They can be contacted on 020 3793 9596 email RichmondKingston@kids.org.uk Website https://www.kids.org.uk/richmond-and-kingston-sendiass</p> <p>The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.</p> <p>Local Offer website https://kr.afcinfo.org.uk/local_offer</p> <p>Parents without internet access should make an appointment with the SENCO/inclusion Manager for support to gain the information they require.</p>