

St John's CE Primary School



# Special Educational Needs Information Report and Core Offer



January 2022

**SEN information report 6.79** *(Taken from The Special Educational Needs and Disability Code of Practice January 2015)*

## **St John's Vision**

A place of excellence, that allows children to reach their full potential through faith, partnerships and a creative curriculum.

## **Our key Christian Values which our patron St John the Baptist taught us are:**

G–Generosity: We have generosity in our hands.

E–Endurance: We have ambition and endurance in all of us.

T–Tolerance: We have tolerance in our minds.

F–Forgiveness: We have forgiveness in our hearts.

A–Ambition: We have ambition and endurance in all of us.

B–Belief: We stand on our own belief.

At St. John's we are one big family. We believe in each other and God to aim high and achieve.

## **OFSTED 2017 comments about SEND at St John's:**

'The funding for pupils who have special educational needs and/or disabilities is used well and is having a positive impact on their progress. Each pupil has a personal learning plan which is reviewed regularly. Pupils receive effective, targeted support and the school works closely with external agencies, where appropriate, for additional support and advice. The leader of this area meets regularly with teachers to monitor the impact of the support. Staff receive additional training to enable them to support pupils well.'

'Pupils who have special educational needs and/or disabilities make good progress. Support for these pupils is carefully targeted through the identification of provision in personal learning plans. This ensures that barriers to learning are reduced and each pupil's needs are met. Leaders check the progress of these pupils regularly to make sure that they are receiving the right support to help them make progress.'

'Teaching assistants provide good support for pupils in their lessons. They give additional help where necessary, but also encourage pupils to work independently. Pupils who have special educational needs and/or disabilities are well supported, with activities matched to their learning needs'

## 2. Useful terms and abbreviations

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. (Code of Practice 6.79)

Below are some of the SEND terms and abbreviations you may come across:

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Service
CAM	Community Assessment Meeting
EHCP	Education Health Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
IEP	Individual Education Plan
ISEY	Inclusion Support Early Years
MLD	Moderate learning Difficulty
MSI	Multi-sensory Impairment
OT	Occupational Therapy
SLT	Speech and Language Therapy
SEMH	Social Emotional Mental Health (may include behaviour)
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SEN CoP	SEND Code of Practice
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Wave 1 support	Quality First teaching for ALL children
Wave 2 support	Additional small group work for children who are expected to catch up with their peers
Wave 3 support	Specific time-limited targeted interventions for children identified as needing SEN support

Please ask if you are unclear about any terms and abbreviations used.

### 3. St John's Core Offer and Sandwell's Local offer

#### What is Our Core Offer?

St John's CE Primary Academy's is an inclusive school and offers a range of support for children with SEND. Our Core Offer is what we provide for our SEND children on a day to day basis, working closely with parents and outside agencies.

#### What is Sandwell's Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families.

In addition to the support given by school, Sandwell Council also have a website which offers further information and support. <http://www.sandwell.gov.uk/send>  
If you search for Sandwell Local Offer you will get to the page below.

The screenshot shows the Sandwell Council website page for 'Special educational needs and disabilities'. At the top, there is a green header with the Sandwell logo and a search bar. Below the header, a breadcrumb trail reads 'Home > Special educational needs and disabilities'. The main heading is 'Special educational needs and disabilities', followed by the sub-heading 'This is the local offer from Sandwell Council.' Below this, there is a grid of 12 service tiles, each with a small image, a title, and a brief description:

- What is the Local Offer?** details of what the Local Offer is and what you can expect to find.
- Early Years** information about services to support very young children including childcare.
- Schools** details of the support for children with SEND you can expect while they are at school.
- College / Apprenticeships and Training** How to get support at college or while you are training for a job.
- Education Health and Care Plans** What are education health and care plans including details of personal education budgets.
- Early Help and Care** Where to go if you need family support or help with caring for your child.
- Short Breaks** Positive activities for children and young people and a break for parents.
- Health** Information about services to help you stay healthy.
- Transport** Details of the assistance that is available with travel.
- Information, Advice and Support** Information and resources you may find useful.
- Becoming an Adult** Between the ages of 14 and 25 you may need to make important choices about your life.
- Feedback on Local Offer and Provision** Give us your feedback on the local offer and local provision.

#### **4. How does your school ensure that children who need extra help are identified early?**

In the 2015 publication "Special Educational Needs and Disability Code of Practice: 0 to 25 years.

The Government identified four broad areas of need for schools to work out what action they need to take and NOT to fit the pupil into a category.

The four areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical

These needs can be identified in a variety of ways, including the following:-

- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teacher
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable.

#### **5. What should a parent do if they think their child may have special educational needs?**

Talk to us: In the first instance, contact your child's class teacher who may seek advice from the SENCO, Mrs Rachel Rudd. If you still have concerns, please see the SENCO.

We pride ourselves on building positive relationships with parents. We aim to be open and honest with parents and hope that you are able to do the same with us.

## **6. Who will explain my child's needs and progress to me?**

- The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the SENCO will be able to discuss in more detail, the support available.

## **7. How will school support my child?**

- **All** children, including those with SEND, should receive Quality First Teaching from their class teacher: this is referred to as 'Wave 1' support. Class teachers are responsible for the progress of the children in their classes. (CoP 6.19)
- Our SENCO oversees all support and progress of any child requiring additional learning support across the school.
- Children on the school SEN register will be given a personalised target sheet with specific targets to track their progress using the Graduated Response: 'Assess, Plan, Do Review' cycle. (CoP) Wave 3
- Class teachers, with SENCO support where appropriate, will liaise with parents to listen to concerns, gather information or update as needed.

## **8. How is the support delivered?**

Different members of our teaching support staff receive training appropriate to the needs of the children they work with. These interventions may be focused on Literacy, Numeracy or Social and Emotional needs using the Graduated Response.

Depending upon each child's needs/targets, additional pupil support may be given in the classroom as part of the lesson; in a small group or on an individual basis.

Targets are reviewed as part of the school's half-termly assessment procedures. As children achieve targets, support workers will liaise with the class teachers to discuss the next step.

### **9. How do teachers match the curriculum to an individual child's needs?**

- Learning outcomes are planned according to different pupil needs. Tasks may be presented using visual images or practical equipment; children may be taught in groups of similar need within the classroom or by different teachers.
- The benefit of differentiating the learning is that it can be accessed by all children appropriately.

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

We regularly monitor the progress of all our pupils and from the funds made available to St John's, money is allocated on a needs basis which may be used to provide additional equipment or adult support for those children with SEND. Children with more complex needs may need to progress to an Education, Health and Care Plan (EHC) which will be applied for by the SENCO in agreement with outside agencies who support the school along with parents. Pupil views are also taken into account where it is age/ability appropriate.

### **11. How is the decision made about the type and amount of support my child will receive?**

Meetings are held each half term to discuss all pupils' progress. Any pupils not making the expected progress are identified and possible actions decided. There are a number of reasons why a pupil's progress might be falling behind; this does **not** always mean that they have special educational needs. However, if a child's progress continues to be significantly slow or they are not closing the gap with their peers, then it may mean that being put on the school's SEND register can result in more individual, targeted support.

The class teacher and the SENCO will discuss your child's needs and the appropriate support. Different children will require different levels of support in order to help them make progress.

## **12. How does the school judge whether the support has had an impact?**

- By assessing the children at the beginning and end of an intervention programme or period of additional support.
- Through discussion with the children, parents and class teacher.
- Through regular Pupil Progress meetings with the class teacher and members of the Senior Leadership Team.

(Children may be taken off the Special Educational Needs register when they have made sufficient progress and in consultation with parents.)

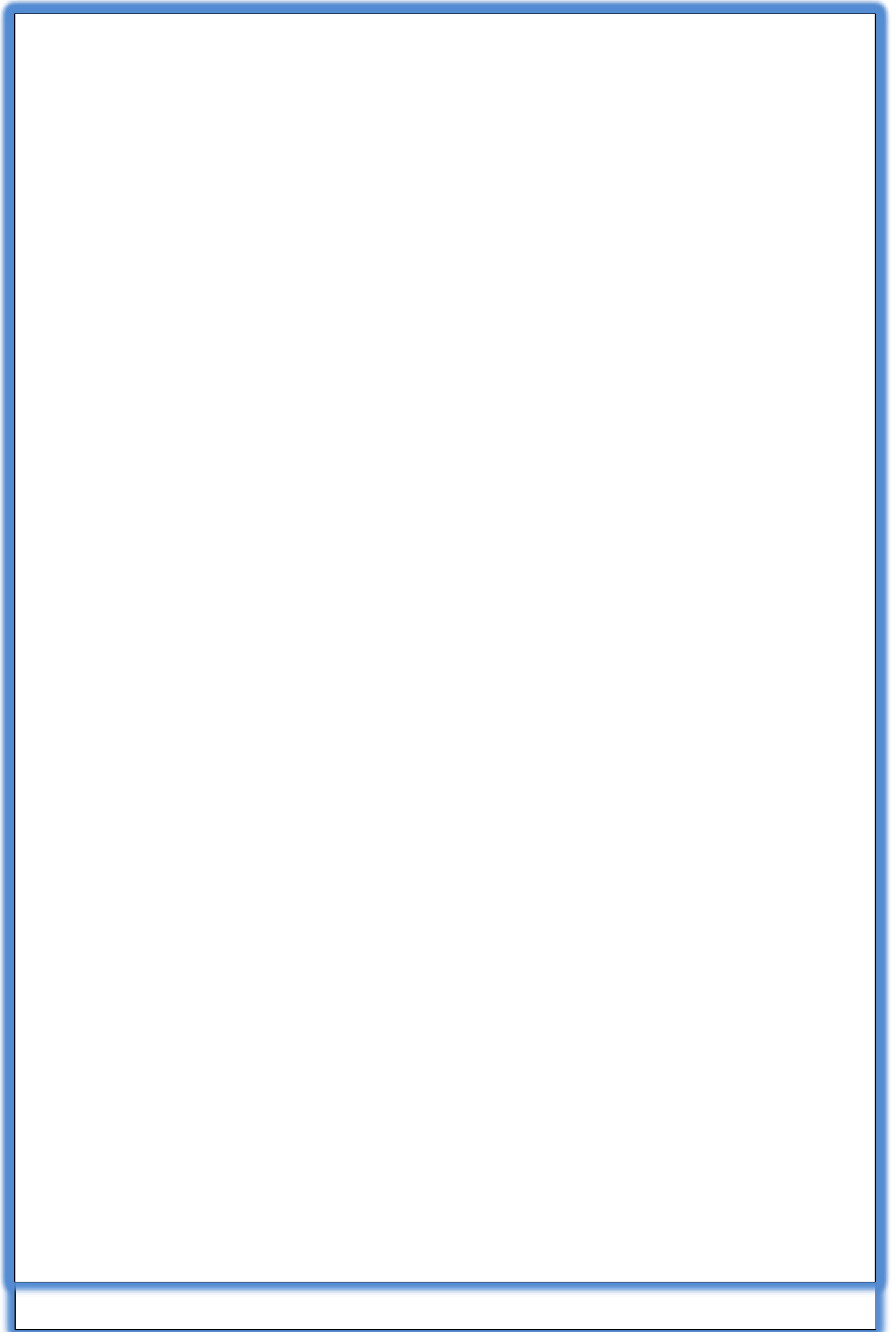
## **13. What opportunities will there be for me to discuss my child's progress?**

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- You will be invited to discuss your child's progress at termly parent's evenings.
- You are welcome to request an appointment at a mutually suitable time to meet with either the class teacher or SENCO to discuss how your child is getting on.

## **14. Can you help me to support my child's learning?**

- The class teacher or SENCO can offer advice and practical ways to help you support your child at home.
- If your child is on the special needs register, they will have individual targets. These will be discussed with you on a termly basis. You are welcome to ask for a copy of the 'My Targets' sheet. The targets set should be SMART (specific, measurable, achievable, realistic, time scaled) targets.
- If your child has more complex special educational needs or disability and is supported through school by the Sandwell Inclusion Support team, an Education, Health Care Plan (EHCP) may be applied for.
- If your child is awarded an EHCP then a review will be held each year with the SENCO and class teacher or a 1:1 support worker to discuss progress and future targets.
- Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.





## **18. How will my child be included in activities outside the classroom including day and residential trip?**

**All** children will be included on school day trips and residential stays. Where necessary, we will provide adaptations, having consulted with you, to ensure the visit is successful.

## **19. How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all prospective new children to visit the school prior to starting with us.
- Reception class staff and Family Support Worker arrange home visits for children who are due to start in Early Years.
- For children with special educational needs or a disability, we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- When children are preparing to leave us for secondary school, we can usually arrange additional visits to support children with SEND
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

## **21. Who can I contact for further information or to discuss a concern?**

- The first point of contact is your child's class teacher.
- You could also arrange to meet with the SENCO (Mrs Rudd works part-time and is available on Tuesday and Friday)
- Look at our Special Educational Needs policy on our website.

For information about the support Sandwell Local Authority can offer - go to **[www.sandwell.gov.uk](http://www.sandwell.gov.uk)** for special educational needs and disabilities and look for the local offer.

## Useful contacts for Parents of children with SEND

<b>Child and Adolescent Mental Health Service (CAMHS)</b>	<b>0121 612 6620</b>
<b>SENCO – St John’s (Mrs R Rudd)</b>	<b>0121 556 0269 (main office)</b>
<b>Occupational and Physiotherapists referral line (FASTA) Parents to make the referral</b>	<b>0121 612 2010</b>
<b>Sandwell Point of Access</b>	<b>0121 569 2611</b>
<b>St John’s Sandwell school nurse Jean Rollings</b>	<b>01922 423367</b>
<b>SEND Information Advice and Support Services (SEND IASS)</b>	<b>0121 555 1821</b>
<b>Speech and Language Therapists (FASTA) Parents to make the referral</b>	<b>0121 612 2010</b>

### Complaints Procedure

1. Request a meeting with class teacher and or SENDCo
2. Request a meeting with Key Stage lead:  
Mrs R Marson – Early Years and Key Stage 1  
Mrs J Bright - Key Stage 2
3. The Head of School is Mr D. Carlile
4. The Executive Principal is Mrs S. Cockshott



