

St John's CE Primary Academy



Special Educational Needs Information Report and Core Offer

September 2025

St John's SENCO:
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(main office)

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

St John's Vision and Values

Our Academy is More Than a School—We're a welcoming and nurturing family, who love and support one another. As a school community we are inspired by the message and example of the Good Samaritan (Luke 10:25-37) and seek to live as people of hope and hospitality. We shine with resilience, strive for excellence, and embody agape—unconditional love, welcoming and enabling all to flourish.

We ask ourselves, and each other: How have you *REACH*ed out today?

Resilience, Excellence, Agape, Community, and Hope (REACH)

OFSTED 2023 comments about SEND at St John's:

“Leaders provide good care for pupils with special educational needs and/or disabilities (SEND). They identify their needs and ensure that they all study a broad range of subjects alongside their peers. All pupils with SEND have a ‘My Tracker’. These plans describe what the pupils need help with.”

“All leaders have high aspirations for what pupils can achieve. Pupils live up to these expectations. They achieve well and are proud of their successes.”

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 bodies 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
SaLT 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.

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, collaborating 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>

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.

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 SENDCo, Miss J Clarke.

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

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 SENDCo will be able to discuss in more detail, the support available.

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 SENDCO 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 SENDCO support where appropriate, will liaise with parents to listen to concerns, gather information or update as needed.

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 consult with the class teachers to discuss the next step.

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 adapting the learning is that it can be accessed by all children appropriately.

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 SENDCo 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.

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 SENDCo will discuss your child's needs and the appropriate support. Different children will require different levels of support to help them make progress.

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.)

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 SENDCo to discuss how your child is getting on.

Can you help me to support my child's learning?

- The class teacher or SENDCo 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 to discuss progress and future targets. Adults who support your child in school may also attend this meeting.
- 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.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national Age Related Expectations (ARE)
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission in Early Years through to Year 6, using a variety of different methods, including ARE, internal tracking and some standardised tests as appropriate.
- Children who are not making expected progress are identified through regular Pupil Progress Meetings. If the child has not made the progress expected the reasons for this will be discussed and appropriate actions taken if needed.
- Children with SEN will also have their progress against their IEP targets.

What pastoral, medical and social support is available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.

- The school playground is staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the SENCO for advice and support. This may involve working alongside outside agencies such as Health

and Social Services, and/or the Behaviour Support Team and a referral may be made for an Education, Health and care Plan.

- Children with eating difficulties are encouraged in school to try different types of food. Children are not rushed to eat their food.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site. [Managing medicines policy](#)
- Parents need to contact the school office if medication recommended by Health Professionals is to be taken during the school day.
- The Senior Leadership Team and main office staff administer medicines. If a child requires more specific health care in school, this may be managed through an individual care plan advised by either the school nurse or a medical practitioner dealing with the individual child.
- If a child requires specific personal hygiene care this will be managed through an individual care plan provided by the school nurse.

How will my child be included in activities outside the classroom including day and residential trips?

- No child will be excluded from school day trips and residential stays due to SEND. Where necessary, we will provide the necessary adaptations, having consulted with you, to ensure the visit is successful.

How accessible is our school environment?

- The entrance to the main reception is wheelchair accessible with slopes and pad to operate the door at an appropriate height.
- The school buildings are accessible for wheelchair users.
- There are 2 wheelchair accessible toilets, which are large enough to accommodate changing and personal hygiene care.

See the 'Accessibility Plan' policy.

A risk assessment is carried out where possible prior to any off-site activity to ensure no-one's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

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

- Before starting in our Reception class, staff will arrange home visits or visits to nursery settings to discuss any concerns/information.
- We encourage all new children to visit the school with their parents/carers prior to starting with us.
- 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.
- 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.

- If your child has SEN support or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
- When Y6 children are preparing to leave us for secondary school, we can arrange additional visits for them to visit their new schools– usually with an accompanying member of staff.

What do school leaders and governors (Combined Local Academy Committee, CLAC) do to make sure that all children feel welcome, feel included and achieve their potential?

- The Regional Hub Lead has overall responsibility for SEND and inclusion. The SENCO has responsibility for the day-to-day co-ordination of SEND provision. The CLAC has a responsibility to challenge and support the school.
- The CLAC meets regularly and challenges staff to ensure that the quality of the provision is constantly being improved.
- There is a dedicated SEN CLAC member who meets with our Trust Headteacher/SENCO, attends CLAC meetings and may attend relevant staff meetings to become fully informed about SEND at St John's.
- We fully involve our CLAC Members when the SEND policy is reviewed and revised.

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 SENDCo Miss Clarke who is on site every Wednesday.
- Further information can be found in our Special Educational Need Policy [Special Educational Needs Policy](#)

For information about the support Sandwell Local Authority can offer - go to www.sandwell.gov.uk for special educational needs and disabilities and look for the local offer.

Useful contacts for Parents of children with SEND

Child and Adolescent Mental Health Service (CAMHS) Sandwell

Sandwell Specialist CAMHS service is the main service in CAMHS (Child and Adolescent Mental Health Service). It is for children and young people who have complex mental health problems. We also aim to support the families of children and young people who have mental health needs.



Telephone: 0121 612 6620

Website: CAMHS

Faster Access to Sandwell Therapy Assessment (FASTA)

FASTA is the referral service to make an appointment for a child to see an Occupational Therapist, Physiotherapist or Speech and Language Therapist. Therapies Booking Service - 0121 612 2010 for all first appointments
Referrals may be instigated by professionals but parents must make the phone call to make the appointment.



Opening times for appointment line:

Monday to Wednesday: 8.30am-12.30pm and 1.30-4pm

Thursday 9am-12.30pm and 1.30-3.30pm

(Please note the service is closed for lunch between 12.30-1.30pm)

During school holidays:

Monday to Wednesday: 8.30am-12.30pm

Thursday: 9am-12pm

Sandwell Single Point of Access

Single Point of Access (SPA) is for all children up to 18 registered with a GP in Sandwell. Any professional can refer, and the services involved in SPA range across the Thrive model (Getting advice, getting help, getting more help, and getting risk support).

Our team can decide which is the most suitable service for the circumstances, this can include giving advice or signposting, onward referrals to other services including Kooth, Kaleidoscope, Murray Hall, Specialist CAMHS and the Crisis Intervention and Home Treatment Team.

There is a wide offer of therapeutic interventions available from the services who work in partnership with SPA.

Telephone: [0121 612 6620](tel:01216126620)

Sandwell School Nursing

The School Nursing team provides a consistent approach across the borough of Sandwell for children and young people age five to 19 attending school as well as those not attending school, those who are electively home educated and those attending alternative provisions across the authority.



School Nurses will provide support and advice for a wide variety of health needs to support children and young people in reaching their full potential and accessing

appropriate education provision. School Nurses will also signpost or refer on as appropriate.

If you are ever unsure if your referral is appropriate please do not hesitate to contact our Duty Nurse.

A duty nurse is available Monday to Friday to answer general enquiries. You can contact the duty nurse by calling 0121 612 2974 or emailing the service at swbh.shnsandwell@nhs.net

SEND Information Advice and Support Services (SEND IASS)

SEND IASS offer impartial information, advice and support to children and young people with special educational needs and disabilities.

The service is impartial, confidential and free.

Telephone: 01212892566



Further Sandwell SEND Organisations

On this page you can find details of organisations available in Sandwell that support young people with SEND and their families:



Complaints Procedure

Our complaints procedure can be found here: [Complaints Procedure](#)