

St John's CE Primary Academy

Special Educational Needs Information Report

How we support children with special educational needs or disabilities.

Our Mission Statement

Believe to Achieve

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



How does your school ensure that children who need extra help are identified early?

Children identified as having special educational needs fall broadly into four areas as stated in the Code of Practice (2015). These areas are: Cognition and Learning; Social, Emotional and Mental Health; Physical and Sensory; Communication and Interaction.

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

- Child performing significantly below age expected levels
- Child making significantly slower progress than that of their peers from the same baseline
- 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. If you still have concerns you can contact the SENCO, Mrs Brackpool.

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.

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.

How will school support my child?

- The class teacher will oversee, plan for and work with children with special educational needs or disabilities in their class to ensure that progress in every area is made.
- Our SENCO oversees all support and progress of any child requiring additional help across the school.
- Regular Pupil Progress meetings enable staff to identify the support needed and interventions to address your child's needs.
- Intervention work is evaluated to determine the impact upon the progress of each child.
- The children have Personal Education Plans (PLP) with specific targets so that it is easy to measure their progress.

How is the support delivered?

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



Support may be delivered to small groups, pairs or individual pupils depending upon need. The interventions may follow a specific published programme or a programme of work designed by the school.

We also have members of learning support who have been trained as Learning Mentors to work with pupils who have social or emotional needs.

Support from Sandwell's Inclusion Support team may also be requested if the school feels that further assessments or advice are needed.

How do teachers match the curriculum to an individual child's needs?

- Quality First teaching, where work is pitched at an appropriate level so that all children are able to access it according to their needs. Typically, this might mean that in a lesson there would be three or more different levels of work set for the class; however on occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access the lesson and learn at their level.

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 special educational needs. Children with more complex needs may need to progress to an Education, Health and Care Plan (EHCP) which will be applied for by the SENCO in agreement with parents and outside agencies who support the school.

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

The class teacher and the SENCO will identify your child's needs and appropriate support in consultation with you.

Different children will require different levels of support in order to help them make progress and achieve their potential.



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 against the targets on their Personalised Learning Plans.
- Through discussion with the children, parents and class teacher.
- Through regular Pupil Progress meetings with the class teacher, Learning Support and members of the Senior Leadership Team.

(Children may be taken off the Special Educational Needs register when they have made sufficient progress and their needs have been met sufficiently, however their progress will still be monitored)

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 and therefore we aim to communicate with you regularly.
- ❑ You will be able to discuss your child's progress at parents' evenings.
- ❑ You are also welcome to make an appointment at any time to meet with either the class teacher or SENCO and discuss how your child is getting on.

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

- The class teacher or SENCO can offer advice and practical ways that you can help your child at home.
- The Personal Learning Plans (PLPs) will be discussed with you at parents' evenings or other mutually agreed time. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has more complex special educational needs or disability, it may be necessary to apply for an Education Health Care Plan (EHCP) where the child's long term and short term outcomes are discussed.
- 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 standardised tests as appropriate and recording achievements on our internal tracking system.
- Children who are not making expected progress are identified through the Pupil Progress Meetings. If the child has not made the progress expected, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What pastoral 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 will liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service 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.
- Where it is helpful, we also have staff 'buddies' (chosen by the children) who provide a listening ear or a watchful eye. This is a subtle form of support and other pupils in the class may not be aware of it.
- St John's also has whole school events such as anti-bullying theatre visits and celebration assemblies.

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 website.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- The Senior Leadership Team and main office staff administer medicines. If a child requires medication in school, this may be managed through an individual care plan written by the school nurse in collaboration with the Family Support Worker, SENCO and in conjunction with parents.
- If a child requires specific personal hygiene care this will be managed through an individual care plan.

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

- All children will be included on school day trips and residential visits. 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 ground floor of the main school building is wheelchair accessible.
- There are 2 toilets with wide-door access, which are large enough to accommodate changing and personal hygiene care.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then we will work with the venue or within school to see if alternative activities, which will cover the same curriculum areas, are available.

The Accessibility Plan is available on the school website.

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

- We encourage all new children to visit the school with their parents 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.
- When children are preparing to leave us for secondary school, we arrange transition visits for them with their new schools. If children with SEND need additional visits, this can be arranged with the receiving school.
- 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 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.

Who can I contact for further information or to discuss a concern?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO.
- 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 for special educational needs and disabilities and look for the Local Offer.

