

# St John's CE VC Primary School

## SEND Information Report

This policy is published in compliance with Section 69 of the Children and Families Act 2014 and Regulation 51 (& Schedule 1) of the Special Educational Needs and Disability Regulations 2014, in consideration of the SEND Code of Practice 0 –25 (January 2015) and in furtherance of the aims of the Equalities Act 2010.

The school's highly inclusive practice and ethos ensure a nurturing and supportive environment for all pupils and makes reasonable adjustments to facilitate the best outcomes for children with special educational needs and disabilities (SEND).

Below are some answers to questions that you may have about our SEND provision.

### 1. How does the school know if children need extra help?

St John's identifies children with special educational needs and disability (SEND) by whole-school tracking, behaviour monitoring, previous records, SEND / medical reports, the 'new arrivals' procedure and by regular SEND progress meetings between the class teachers and the Special Educational Needs Coordinator (SENDCo).

Your child's class teacher continually assesses how they are progressing with their learning and social development. In addition, we look at the progress every child is making three times a year. If a child is working below expected levels or is making slower than-expected progress, we will consider whether they need extra help.

If your child has been identified as having a special educational need or disability before they join us, the SENDCo at their previous school or nursery should contact the school and pass on information about your child's needs.

### 2. What should I do if I think my child may have special educational needs?

If you wish to raise concerns, you should first speak to your child's class teacher, who may then carry out some observation or assessment, or may arrange for your child to have extra support or focus in or out of class to target an area they are finding difficult. We track and review this extra support using a 'Tier One' form which the class teacher will share with you. If there are still concerns, the class teacher may wish to discuss your child's difficulties with the school SENDCo.

### 3. How will the school support my child?

If your child has SEND, they will receive 'SEND Support' and be added to the SEND Record. Often, this means there will be a plan for their support, drawn up by the class teacher in consultation with you, your child and the SENDCo. The plan will record outcomes and outline the strategies and resources/actions that will be used to help your child achieve them. The plan will be reviewed and shared with you and your child at least three times a year. We call this plan the 'Assess, Plan, Do, Review' (APDR) to reflect the cycle of support.

Other SEND pupils may only require a 'Pupil Profile' which will specify reasonable adjustments that the school are making to meet a child's needs. These will be created with your child, where appropriate, and shared with the adults who work with them in school.

St John's provides for a wide range of SEND, across the four main areas of need communication, cognition and learning, social, emotional, and mental health and physical or sensory needs. The support offered will be bespoke to your child and St John's works with pupils with varying levels of need from 'low' level SEND to multiple and complex needs.

Children with SEND are supported by inclusive and adaptive teaching pedagogy, differentiated learning, learning support assistants (LSAs) and additional resources, (such as specialist equipment and IT programmes) and/or interventions. The school may also request specialist advice from external agencies when necessary.

Pupils are monitored carefully by teachers who will discuss progress regularly with parents / carers. This work is underpinned by the school's SEND policy, equality strategy, and accessibility plan. The effectiveness of provision available for children with SEND is evaluated continually, through pupil progress meetings, entry and exit data and tri-annual SEND meetings with parents / carers.

#### **4. How will the curriculum be matched to my child's needs?**

When class teachers are planning their lessons, they think about the needs of all the children in the class and make adaptations where appropriate. Our core offer is based on the principle that most additional needs can be met through quality first inclusive teaching and all lessons are taught with this in mind. The Local Authority have published a document called the 'Ordinarily Available Provision' which explains this offer in more detail:

<https://www.bristol.gov.uk/web/bristol-local-offer/professionals/ordinarily-available-provision>

In addition, each curriculum area has a Subject Leader who has overall responsibility across the school and they provide specific guidance on how to teach inclusively within their subject including adaptations for pupils with SEND (see [curriculum website pages](#) for more detail.)

The aim is for all children to work on the same topics wherever possible but the adult input, activity, learning outcome or resources available may be adapted for individuals or groups of children. Adaptations to the learning environment are made wherever necessary such as individualised workstations or wobble cushions.

#### **5. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

For many children who receive SEND Support, there will be a plan for your child, drawn up by the class teacher in consultation with you, your child and the SENDCo (the APDR). The plan will contain SMART outcomes (Specific Measurable Achievable Relevant and Time-limited) and outline the strategies and resources that will be used to help your child achieve them. The plan will be reviewed and shared with you and your child at least three times a year. If your child has an Education, Health and Care Plan (EHCP), an annual review meeting will take place to discuss your child's progress and review their provision.

Where appropriate, the class teachers set homework which you should support your child with. There are also regular opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum. In addition, your child's class teacher or the SENDCo may be able to suggest ways of helping your child with specific areas of difficulty, for example, reading, spelling or maths.

## **6. What support will there be for my child's overall wellbeing?**

We have a very holistic approach to education at St John's and every member of staff has a responsibility for children's social and emotional well-being. Each child has at least three named members of staff they can talk to about anything they are worried about during the school day and we dedicate time for pupil-teacher/LSA relationship building at the start of every academic year. We follow a 'No Outsiders' approach which informs many of our weekly services and class circle times. The school can also provide or suggest interventions to support mental health or wellbeing via class teachers, ELSAs (Emotionally Literate Support Assistant) and play therapists. We capture and review pupil voice regularly, through conferencing, questionnaires, and 'Voice Boxes' in every classroom, and use this to inform our policies and practices. We have a zero-tolerance policy with regards to bullying and strive to promote both diversity and equality in daily school life. This is, in part, achieved through ensuring neurodivergent pupils are well represented by the School Council, Anti-Bullying Ambassadors and House Captain. If you have any specific concerns, do talk to your child's class teacher

There are always qualified staff, trained in first aid and the administration of medicines, who are on duty throughout the school day, including at break and lunchtimes.

If your child has medical needs, they may have a health care plan drawn up. This plan may include the administration of medication or medical techniques if these are an ongoing need. The administration of medication for short-term needs is undertaken in line with our Medical Policy.

## **7. What specialist services and expertise are available at or accessed by the school?**

School staff have wide experience of meeting the needs of pupils with a range of SEND and we are continuously developing and refreshing our knowledge of SEND through regular training. There are also LSAs across both sites who have been trained in specific intervention programmes and many have considerable experience and expertise with meeting a range of pupils' special educational needs.

The school receives support where necessary from a wide range of external agencies, including the Sensory Support Service (vision and hearing); Physiotherapists; Speech and Language therapists; Behavioural Specialists; Occupational Therapists; Health and Social Care bodies; Educational Psychologists; Child and Adolescent Mental Health Service; Bristol Autism Team; the School Nurse service; and Families in Focus.

Children in Care (CiC) will receive pupil support meetings three times a year (which will produce a personal education plan (PEP)) to which carers will be invited. CiC will also receive Pupil Premium funding, in addition to any SEND funding.

## **8. What training has been provided for the staff supporting children and young people with SEND?**

The SENDCo, teachers and LSAs attend regular training based on the needs of the school or class. Recent training attended by the SENDCo has included a SENDCo conference and they also attend SENDCo cluster meetings where schools share expertise. There is a SENDCo on each site and both are leaders within the wider Bristol SEND community.

Training attended by teaching staff and LSAs has included Inclusive Quality First Teaching, specialist maths intervention programmes; dyslexia training; positive handling training; Autism; Down Syndrome Education; Speech & Language; Makaton training; Better Move On training; Attachment/ Trauma training; Mental Health First Aid; Precision Teaching; Effective Support Practices. At St. John's, our core teaching offer has been designed to meet most needs for children with SEND using our 'Quality First Inclusive Practice' checklist. Teachers are supported to ensure they are confident teaching a wide range of additional needs through regular drop-ins with both the SENDCo and Senior Leadership Team. If more specialist training is required for teachers, this is arranged as necessary (e.g. Sensory Support Service, Bristol Autism Team or School Nurse etc).

## **9. How will my child be included in activities outside the classroom, including school trips?**

The school's accessibility plan aims to ensure that pupils with SEND participate fully in school trips and extra-curricular clubs. Examples of appropriate measures include borrowing wheelchairs; taking extra staff/helpers and any necessary medication; and informing providers of disabled pupils' needs. A risk assessment is carried out prior to any off-site activity to ensure that nobody's health and safety will be compromised. Please arrange to meet the 'Shine' team to inform them of your child's needs prior to signing up for an afterschool club.

## **10. How accessible is the school?**

The school's accessibility plan contains specific measures designed to increase disabled pupils' access to the school curriculum; improve the physical environment for disabled pupils; and improve the provision of information to disabled pupils.

The Lower Redland Road site was fully refurbished to the Environmental Access Standards. Children with disabilities can be accommodated at the Worrall Road site by using ground-floor classrooms where appropriate. Both school sites have noise-dampening panels installed in at least one classroom per year group as well as the main hall to support hearing impaired children.

## **11. How will the school prepare and support my child to join the setting, or to transfer to a new setting?**

For children joining us in Reception:

The Early Years Foundation Stage (EYFS) team visit pre-school settings to meet children in the summer term before they start at the school. There is a welcome meeting for parents / carers of all prospective new EYFS children in June. The children are invited into school for one visit in June and another in September. School staff also visit every home prior to the

children starting school. If your child has been identified as having SEND, the EYFS Class Teacher and/or SENDCo will make links with your child's pre-school setting and attend their final nursery review. You can also request a home visit to discuss your child's needs and any ways we can help your child to settle into school.

For children joining us from another school:

For pupils who join St John's outside the EYFS entry, we follow our New Arrivals Procedure. This includes a preliminary half day visit prior to joining for the child to get to know the school and class and the allocation of a buddy to support their transition. We try to ensure parents / carers are also given the opportunity to be introduced to another family to feel part of the school community as quickly as possible. We endeavour to contact the previous setting and for pupils with SEND, will work closely with them and you to ensure the transition is managed in the best way for the child. You can also request to meet the class teacher and SENDCo to discuss your child's needs further.

If your child is moving to another school:

When your child is due to move on to a new setting, we will make links with the school so that we can share information. All Year 6 pupils are prepared for transition to secondary school through class and group activities. For some pupils it may help to carry out these activities in a smaller group with an adult. Pupils with SEND may benefit from additional visits to their secondary school and we can help to arrange this. For children with higher needs, St John's will provide a transition plan to secondary school. You and your child will be consulted during this process to ensure the transfer is as smooth as possible.

Admission arrangements for children with special educational needs and disabilities but without Education Health Care Plans (EHCPs) are considered for admission to the school on the same basis as children without additional educational needs by the local authority. Prior to starting school, parents / carers of children with an EHCP (or one pending) will be invited to discuss the provision that can be made to meet their child's identified special educational needs and disabilities

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

If your child has an EHCP, the school can seek additional funding for children with a higher level of needs through applications to the Local Authority. This money is spent on providing additional staff, equipment, and resources to support the child's needs.

The needs of other pupils with SEND are met from the school's overall budget. The school follows a graduated approach to supporting pupils based on their needs.

## **13. How does the school decide the type and amount of support my child will receive?**

As a school, we measure children's progress in learning against national expectations and age-related expectations. The class teacher assesses each child continually, and notes areas where they are improving, and where further support is needed. We track children's progress from entry at EYFS through to Year 6, using a variety of different methods including daily observation and ongoing assessment.

Children who are not making expected progress are picked up through Pupil Progress Meetings with the class teacher and a member of the Senior Leadership Team. Here staff discuss possible causes of barriers to learning and plan for what further/ different support can be given to aid their progression. As well as providing continuing advice and support, the school SENDCo also meets formally with teachers throughout the year to discuss SEND pupil progress, needs and support required.

#### **14. How are parents / carers involved in the school?**

Communication strategies in place for parents / carers of children with SEND include e-mail communications; frequent face-to-face meetings; phone calls; home-school books; annual review meetings of Support Plans or EHCPs; review meetings to draw up Assess, Plan, Do, Review Plans (three times a year); and the SEND page of the school's website. You will be involved at every step of your child's educational journey through the school as partnership work with parents / carers is essential to securing the best outcomes for all children. We also organise regular parent/ carer events for the families of children with SEND. These are an invaluable opportunity to discuss and review whole-school SEND issues, problem solve and work collaboratively to improve our provision for our children. This Information Report has also been written in collaboration with the parents / carers of children with SEND.

#### **15. Who can I contact for further information?**

Your first point of contact for any concerns is your child's class teacher. If you have a query about SEND procedures in school or about getting further advice, you can contact the SENDCo, (Tony Weir at Lower Redland Road and Ellie Dixey at Worrall Road), either by calling the office at either site or emailing [sendco@stjohnsprimary.org.uk](mailto:sendco@stjohnsprimary.org.uk)

Our SEND Governor is Dinithi Wijedasa [wijedasad@stjohnsprimary.org.uk](mailto:wijedasad@stjohnsprimary.org.uk)

You will find Bristol's Local Offer at <https://www.bristol.gov.uk/web/bristol-local-offer> which lists the support services available for children with SEND and their families.

For more information about the support services available for the parents / carers of children with SEND in the local area, please visit <https://www.sendandyou.org.uk/>

St John's SEND and Inclusion Policy is available on the policies page of the school website.

#### **SENDCos**

Email: [sendco@stjohnsprimary.org.uk](mailto:sendco@stjohnsprimary.org.uk)

**Tony Weir**



**Ellie Dixey**



#### **Social Emotional Mental Health (SEMH) Lead**

**Lizzy Coombes Huntley**

