

# St John's CE VC Primary School

## SEND Information Report

Below are some answers to questions that you may have about our Special Educational Needs and Disability (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, medical reports, the 'new arrivals' policy and a SEND audit provided by class teachers to the Special Educational Needs Coordinator (SENDCo) every September.

Your child's class teacher continually assesses how they are progressing with their learning. 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 firstly speak to your child's class teacher, who may then carry out some observation or assessment, or may arrange for your child to have some support in a small group to target an area they are finding difficult. 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 'School Support'. This means there will be a plan for their support, drawn up by the class teacher in consultation with you and the SENDCo. The plan will contain targets, 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.

St John's currently provides for a wide range of SEND, including cognition and learning, behavioural and emotional, sensory and complex needs.

Children with SEND are supported by differentiated work, learning support assistants (LSAs) and additional resources, (such as specialist equipment and IT programmes) and/or interventions. Pupils are monitored carefully by teachers who will discuss progress regularly with parents. This work is underpinned by the school's SEND policy, equality policy and action plan, and accessibility plan.

### 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 differentiate appropriately. The aim is for all children to work on the same topics, but adult input, activity, learning outcomes or resources may be adapted for individuals or groups of children.

### 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?

There will be a plan for your child's support, drawn up by the class teacher in consultation with you and the SENDCo. The plan will contain targets, 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 complex SEND, or an Education, Health and Care Plan, an annual formal meeting will take place to discuss your child's progress and a report will be written.

Where appropriate, the class teachers set homework which you should support your child with. There are 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. If you have any specific concerns, do talk to your child's class teacher. The school is able to provide interventions to support mental health or wellbeing. 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 Administration of Medication 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. In addition to the SENDCo, there are LSAs who have been trained in specific intervention programmes and many have considerable experience and expertise with meeting a range of pupils' 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; occupational therapists; educational psychologists; Child and Adolescent Mental Health Service; Bristol Autism Team; and the school nurse.

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, LSAs and teachers attend regular training. Recent training attended by the SENDCo has included a SENDCo conference and they also attend SENDCo cluster meetings where schools share expertise. Training attended by LSAs and teaching staff has included specialist maths intervention programmes; dyslexia training; positive handling training; workshops on Autism Spectrum Disorder; Down Syndrome Education reading and language intervention; Makaton training; Better Move On Training; attachment training.

## 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. 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.

## 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 recently 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.

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

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 of all prospective new EYFS children in June. The children are invited into school for two sessions in July, one play based and one story based. 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 pupils who join St John's outside the EYFS entry, we follow our New Arrivals Policy. 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 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.

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. Some pupils 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.

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

The school seeks additional funding for children with higher 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 testing and Reading and Spelling ages.

Children who are not making expected progress are picked up through termly Pupil Progress Meetings with the class teacher and Senior Leadership Team. In this meeting we discuss why individual children are experiencing difficulty and what further support can be given to aid their progression.

## 14. How are parents 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; review meetings to draw up individual plans for success or personal provision plans (three times a year); and the SEND page of the school's website (information about external sources of advice and support).

## 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.

You will find Bristol's Local Offer at <http://www.findabilitybristol.org.uk/>

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

**Tony Weir**

**SENDCo**