



# St John's C of E First School

Together we will give our children the roots to grow, and the wings to fly.

Special Educational Needs and Disabilities (SEND) Information Report This report should be taken as part of St. John's C. of E. First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

2025/2026

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St Johns's CofE VA Frist School is an inclusive school, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. At St Johns's CofE VA Frist School , we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please also refer to our SEND policy and Accessibility Plan which outline the purpose, nature and management of special educational needs within our school.

### **Definition of Special Educational Needs and Disability**

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty, impairment or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty, impairment or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has an impairment or disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

## What is the Local Authority Local Offer?

- The *Children and Families Bill*, enacted in 2014, legislates that Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for families in understanding the range of services and provision in the local area.
- The Somerset Local Offer can be accessed at:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

## What is the SEND Information Report?

This SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

## How are children with Special Educational Needs and Disabilities identified?

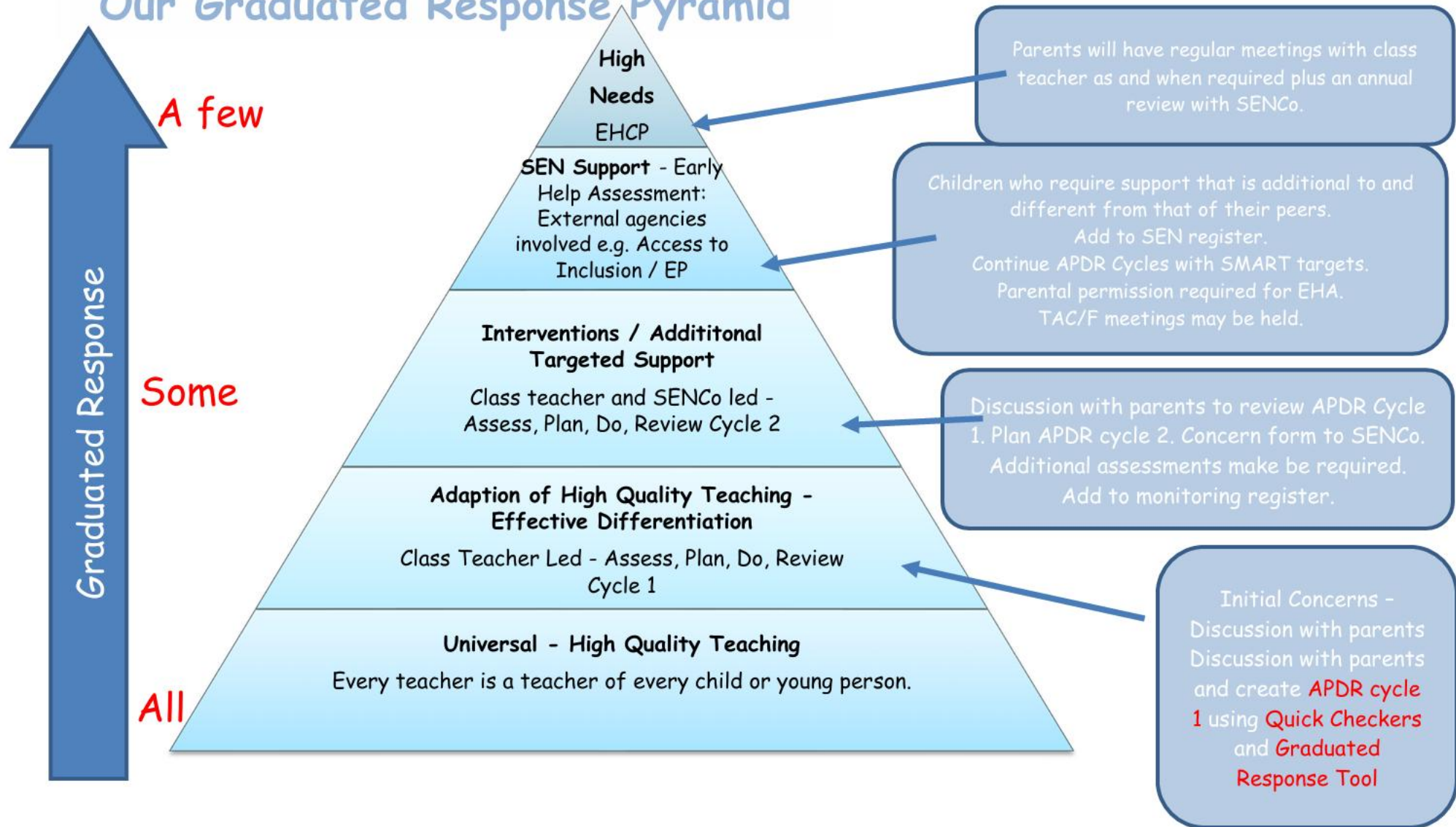
The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. We adopt a quality first teaching approach which focuses on high quality and inclusive teaching for every child in the classroom. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from TAs. If difficulties are then identified despite this then class teachers are encouraged to discuss any initial concerns with the SENDCo, this begins an informal process where a holistic discussion takes place in order to identify where there are identified needs and the most appropriate way to support. We use a graduated response of assess, plan, do and review. If further action is then deemed necessary, the class teacher will discuss with families and the SENDCo.

At St John's, children are identified as having SEND through a variety of ways including the following:

- Informal process such as discussions, observations, monitoring
- Formal process such as pupil progress meetings, tracking data, school-based assessments
- Concerns raised by families and pupils
- Liaison with the previous educational setting
- Further school-based assessments carried out by trained staff
- Liaison with external agencies
- Health diagnosis

School will accept privately sought professionals' reports and any required teaching adaptations will be considered; however, please note that the recommendations will be treated as such and cannot dictate any in school provision. As a school, we reserve the right to provide our own adaptations and support in line with our SEND processes.

## Our Graduated Response Pyramid



## ***Assess – Plan – Do – Review Cycle***

### **Assess**

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Teaching staff should work with the special educational needs co-ordinator (SENCo) in the school to assess the child or young person's needs, so that they give the right support.

It should draw on the views and experience of parents and the pupil's own views. Sometimes schools will seek advice from a specialist teacher or health professional. They should talk to parents and carers about this first.

### **Review**

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The school should review the child or young person's progress, and the difference that the help the pupil has been given has made, on the date agreed in the plan. Parents and the pupil should be involved in the review and in planning the next step.



### **Plan**

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If the school decides that the child or young person needs SEN support it will discuss this with parents. The school should agree in consultation with parents, carers and the pupil the outcomes that will be set, what help will be provided and a date for progress to be reviewed.

### **Do**

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The child or young person's class or subject teacher is usually responsible for the work that is done with the pupil, and should work closely with any teaching assistants or specialist staff involved.



## What kinds of special educational needs might the children at St John's have?

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical.

Communication and Interaction (CI)	Cognition and Learning (CL)	Social, Emotional and Mental Health Needs (SEMH)	Sensory and/or Physical (SP)
Speech, Language and Communication Need (SLCN)  Autism Spectrum Disorder / Condition (ASD / ASC)	Moderate Learning Difficulties (MLD)  Severe Learning Difficulties (SLD)  Profound and Multiple Learning Difficulties (PMLD)  Specific Learning Difficulties (SpLD)	Attention Deficit Disorder (ADD)  Attention Deficit Hyperactivity Disorder (ADHD)  Attachment Disorder (AD)	Hearing Impairment (HI)  Multi-sensory Impairment (MSI)  Visual Impairment (VI)  Physically Disabled (PD)
	SpLD – dyslexia, dyspraxia and dyscalculia		



## How do we adapt the curriculum and learning environment for pupils with SEND?

All teachers at St John's deliver high quality teaching, and have high expectations for all pupils in the class. The class teachers carefully plan lessons according to the specific needs of all groups of children. All teaching builds on what your child already knows and understands and when needed, teachers identify and remove barriers to learning and participation.

This inclusive approach allows us to provide an education that is appropriate to all pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.

Teachers use a range of teaching strategies for pupils with SEND in response to their needs. These strategies are used flexibly and include: cognitive and metacognitive strategies; explicit instruction; use of technology; flexible groupings and scaffolding.

Some children may need further interventions. Interventions at St John's are targeted according to need and carefully timetabled to ensure that each child has access to a broad and balanced curriculum. Pupils may need the support of teaching assistants (TAs) in small groups or on a 1:1 basis. TAs supplement, not replace, teaching from the classroom teacher. Adaptations may also be made to the learning environment to support all pupils including:

- Visual timetables are routinely used in classrooms
- Within the class, children can be offered support in a small group, individually or at times with a more confident peer
- Support may be offered by pre and post teaching
- Targeted interventions may be put in place for short periods including Time to Talk, Phonics 1-1 Tutoring, social communication groups and individual SALT programmes
- Recommended aids are used, for example – enlarged resources, pencil grips, easy grip scissors, ear defenders, coloured filters, wobble cushions, laptops, workstations, fiddle tools, first/next, writing slopes, behaviour management resources.
- 1:1 social and emotional mental health support

We use guidance from the Local Authority, EEF and NASEN, to ensure our SEND support is in line with current research and follows best practice.

## Wave 1 interventions

### Quality First Teaching

- Adaptive teaching
- Targets are SMART in nature
  - Working walls
  - Technology used effectively to aid learning
  - Concrete resources
- High expectations for all
  - Effective classroom management
  - Visual timetables
- Effective use of teaching assistants
- Key vocabulary taught and displayed
- Meaningful feedback
  - Pencil grips
  - Ear defenders
  - Wobble cushion
  - Easy grip ruler
  - Fidget tools
  - Writing slopes

## Wave 2 interventions

### Short Term Interventions

- Small group work
- Differentiated spellings
  - Handwriting
  - Talk About
  - Motor skills
- Early math skills
  - 1:1 reading
  - Lego Therapy
- Vocabulary pre teach
  - ELSA
- Catch up phonics

## Wave 3 interventions

### Long Term or Specialised Interventions

- 1:1 support in class
- 1:1 support in unstructured times e.g. break, lunch
  - Precision teaching
    - ELSA
    - Play Therapy
  - Now – Next board
  - Movement breaks
- 1:1 reading (specialised)
- 1:1 daily spelling (specialised)
- Withdrawal from class for targeted intervention
- Speech and Language involvement (SALT)
- Occupational Therapy involvement (OT)
  - Educational Psychologist involvement (EP)

## How do we assess and review pupil's progress towards outcomes?

- Your child's progress will be continually monitored by their class teacher
- We follow an assess, plan, do review cycle as part of a graduated response
- SLT discuss and check all pupil's progress with teachers every term and conduct regular book scrutinies, learning walks and pupil interviews
- The school follow external advice and support from relevant external services
- Staff meeting time is used to moderate work and check judgements are accurate
- Interventions are matched to the child's needs and checked for impact
- Children's APDRs are reviewed termly (three times a year) and targets and interventions are updated specific to the child's needs.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. Your child will also be asked to attend and talk part in the meeting for a short time in a relaxed way, if this is suitable.

## What is our expertise and what training do we provide for our staff?

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g., from Specialist Outreach Support
- TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. All staff members are trained specifically in de-escalation strategies and positive handling techniques where appropriate.
- We have 1 staff member trained as ELSA (Emotional Literacy Support Assistants)
- The SENDCO attends regular SENCo workshops and Network meetings

## Who are the other people providing services to children with SEND in our school?

### School provision

- Teaching Assistants (TAs) working with small groups of children with similar needs. This may be across a year group or a Key Stage.
- Volunteers and parent helpers work with small groups and individuals to support reading.

### Local Authority Provision delivered in school

- Somerset Learning Support Team – Barriers to inclusion
- Critchill Specialist Outreach Service
- Educational Psychology Service.
- Support for children with visual or hearing needs
- Speech and Language Therapy (SALT).
- PFSA Workers to support families.

# How do we support children in their transition into our school, through the school and when they leave us?

We recognise that transitions can be difficult for a child with SEND, and we endeavour to take steps to ensure that any transition is as smooth as possible.

## **If your child is joining us from another school:**

- The Foundation Stage teacher and SENCO when appropriate may attend a School Entry Plan meeting with the Nursery Staff and Early Years Area Senco
- If your child would be helped by a passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- You and your child may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.
- We will contact the school's SENDCO, where appropriate, to ensure we are aware of special arrangements or support that need to be made for your child if transferring in year.

## **If your child is moving to another school:**

- We will contact the school's SENDCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made for them.

## **When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Additional support plans and provision maps will be shared with the new teacher.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for their move.

## **In Year 4:**

- The SENDCO and class teacher will discuss the specific needs of your child with the SENDCO of the child's Middle School. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCO from the new school, this usually takes place late Spring or Early Summer Term.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a passport to support them in understanding moving on, then one will be made for them.

## How do we support your child's emotional and social development?

All classes follow a structured PSHE (Personal, Social, Health and Education) curriculum using the JIGSAW scheme to support this development.

Regular whole school and class assemblies which focus on mental health and well-being and highlight the school values of: Kindness, Empathy, Resilience,

- The school has one teaching assistant who is ELSA trained (Emotional Literacy Support Assistant). They deliver targeted 1:1 or small group nurture interventions.
- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes specific programmes such as 'Lego Therapy' and 'Talk About'. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through planned activities and groups.

## How is St John's CofE VA First School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school has a disabled car parking space.
- The front entrance is fully ramped and DDA compliant.
- All internal staircases have DDA compliant hand rails.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is one accessible toilet with a shower area, hydraulic bed and changing facilities.
- Corridor widths are DDA compliant.
- Quiet areas and calming zones are provided, within some classrooms, for children who need a space to support their emotional needs.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Visitors with disabilities are catered for appropriately and sensitively and we make adjustments for their inclusion where necessary.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- We aim to ask about any disability or health condition in early communications with new families as part of our school admission procedure.
- The school has internal emergency signage and escape routes are clearly marked.

*Please also refer to the school's Accessibility plan available on the school website.*



### Who can families contact if they have any concerns?

- If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us.
- In the first instance, please speak to your child's class teacher.
- If you continue to be concerned that your child is not making progress, you may speak to the SENDCo.
- The school SEND Governor can also be contacted for support.

### How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

### What support do we have for you as families of children with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you
- Additional support will be reviewed on your child's provision map and shared with you every term.
- Families can find further support from the Somerset Local offer:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

## What can you do if you are not satisfied with a decision or what is happening?

Pupils, staff and families are expected to listen carefully and be respectful to each other.

Where an issue arises, families should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns.

If you believe that your concern has not been resolved to your satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Headteacher, who will investigate and report back on the results of the investigation.

Where an issue is not satisfactorily resolved, you should then take up the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from the school.

## Further information

- More information on what is available to children in Somerset can be found on their Local offer: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
- SENDIASS: <https://somensetsendias.org.uk/>
- St Johns SEND Policy (available on the school website or on request via the school office)
- St Johns Graduated Approach (available on the school website or on request via the school office)
- St Johns Accessibility Policy (available on the school website or on request via the school office)