

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.

Adopted:	October 2016
Last review date:	November 2023
Next review date:	September 2024
Signed (Chair of Governors):	Mrs Claire Levene Plumb
Date of signature:	21.11.2023

The following is our Special Educational Needs and Disabilities (SEND) Information Report. It will be updated as changes happen within school.

1. How does school know if a child needs help? What should I do if I think my child needs help?
2. How will school support my child?
3. Who is planning the education programme for my child? Who is working with my child? What is their role?
4. What is differentiation and how does the school approach it?
5. What opportunities will I have to discuss my child's progress?
6. How does the school measure my child's progress?
7. What support is there for my child's overall wellbeing medically and pastorally?
8. What specialist services and expertise are available or accessed by the school?
9. What training have the staff had to support children with SEN or disabilities?
10. How will my child be included in activities outside the classroom including school trips?
11. How accessible is the school? What adaptations have been made?
12. How does the school prepare my child for school, and for changes in school?
13. How is the school's special needs budget allocated?
14. How and who makes the decision about what type and how much support my child will receive? Who else is involved? How is the impact measured?
15. Who would be the first point of contact if I wanted to discuss something about my child?

The following discussion response forms our School Information Report. If you require additional information, please do not hesitate to contact our Special Educational Needs Coordinator (SENCO), Teresa Gilbert (until 31.12.2023) Dawn Senior (from 01.01.2024), via the school email: office@stjohnsfrome.co.uk or by telephoning us on 01373 462251.

St John's Parent Carer Forum Discussion Response

Question	Response
1. How does school know if a child needs help? What should I do if I think my child needs help?	If a child is making little progress, or appears to have mismatched skills (may be verbally very knowledgeable, but can't transfer to paper for example), this could show a need for intervention or support. If a parent/carers feels their child needs help, they should first talk to their class teacher.
2. How will school support my child?	Firstly, the class teacher will adapt learning tasks and target specific areas for a child, and monitor closely. The child will have access to in-class resources, for example: visual timetables, structured apparatus for mathematics and English, such as, Numicon, bead strings, number lines, word mats and phonics mats. Initially teachers will set targets and detail additional support using the Universal Provision and Outcomes Plan (UPOP) to set specific targets. If after this support has been put in place additional support and interventions are required they will complete an 'Assess, Plan Do, Review form' (APDR) to detail the additional support and outcomes being worked towards. Discussion may take place with the SENCO at this point for advice around appropriate support and targets.
3. Who is planning the education programme for my child? Who is working with my child? What is their role?	Each class teacher has overall responsibility for meeting the needs of every child in their class. Specific interventions are overseen by the SENCO, and usually run by Learning Support Assistants (LSAs) in collaboration with class teachers. LSAs report to teachers and the SENCO on the progress children are making.
4. How will learning be adapted to support my child?	Teachers will adapt learning tasks to ensure that tasks meet the needs of the pupil. This may be through adapting what they are expected to do within the lesson, providing them with additional support in the task or encouraging them to use specific resources that will aid their progress.
5. What opportunities will I have to discuss my child's progress?	All parents/carers are invited to parents' evenings with class teachers twice each year, and are given a written report once a year. If your child is receiving support through a Universal Provision and Outcomes Plan (UPOP) or an Assess, Plan, Do, Review (APDR) document the content of these will be shared with parents/carers once it has been written and then the review of progress at the end of the term or the start of the next term. On entry to Reception, children who have been supported by a School Entry Plan will have this plan reviewed. Parents/carers are invited to this review meeting with all other professionals involved in writing the School Entry Plan. Parents/carers of children with a high level of SEN are invited to an annual review, which is run

	by the SENCO with input from class teachers and other staff who work with their child. If at any time a parent/carer wishes to discuss their child's progress, they are welcome to make a mutually convenient appointment with their child's teacher. The SENCO may also attend.	
6. How does the school measure my child's progress?	At St John's, we have high aspirations for all, including children with SEND. Children who are following specific interventions have their achievement measured at the beginning and end of an intervention to evaluate the impact. This is in conjunction with regular teacher assessments, which may include writing, reading, spelling, phonics and mathematics tasks.	
7. What support is there for my child's overall wellbeing medically and pastorally?	If a child has a specific medical need, staff members working with that child are given appropriate training to support the child. There are personal care facilities in school. Where specific apparatus is required to meet a child's medical need, staff training and appropriate risk assessments will be arranged. Care Plans are in place and followed for children with specific medical conditions, and medications are administered by specific staff. Nurture and Emotional Literacy Support Advisor (ELSA) provision is in place to support children with social and emotional needs. If a child is at risk from exclusion they are discussed at the Inclusion / Pupils at risk of Exclusion and Vulnerable Pupils Panel. This will enable the needs of the child to be discussed, appropriate support and possible alternative provision to be accessed. Support for families with children who have additional needs can also be sought through a referral to the Parent and Family Support Advisor (PFSA) or Family Intervention Service (FIS).	
8. What specialist services and expertise are available or accessed by the school?	If a child with a specific need comes into the school, or a specific need is diagnosed during a child's time at St Johns, we are able to access professional support. This may be through visual impairment or hearing impairment support teachers, the physical and medical support team, or the social communication and autism outreach team. We are also able to make referrals to speech and language therapists and occupational therapists. If we feel a child needs support from an educational psychologist or advisory teacher from the learning support team, we are able to seek their advice. We can also access family support workers and, as required, work with outreach workers from our local special school. We can also access Forest School provision through Frome Learning Partnership and have our own nurture provision.	
9. What training have the staff had to support children with SEN or disabilities?	ADHD training Dyslexia Support Autism Support Somerset Total Communication Social Stories	Emotional Literacy Support (ELSA) Trauma informed practice Emotion Coaching Anaphylaxis and adrenalin pen use Team Teach

<p>10. How will my child be included in activities outside the classroom including school trips?</p>	<p>Each child's needs are looked at individually, and trips are adapted to suit the majority. If a child has a specific need that cannot be accommodated easily, then parents may be asked to support them during the trip, or a trained member of staff may accompany them on a one-to-one basis.</p> <p>Full risk assessments are carried out for all trips, which take into account any special requirements. If parental support on the trip is possible and would support with making the visit more accessible for a pupil their parent will be offered to attend. If the trip cannot be adapted to meet the needs of the child or risk assessments raise concern for a child's safety this will be discussed with the parent and alternative activities provided for the child.</p>
<p>11. How accessible is the school? What adaptations have been made?</p>	<p>Our school is on a multi-level site. We have wheelchair access to all but the top floor and part of the rear garden area. Adaptations include low level hand rails on internal and external staircases, wheel chair lift access to the hall, accessible toilets and personal care facilities on the ground and lower-ground floors.</p>
<p>12. How does the school prepare my child for school, and for changes in school?</p>	<p>Children with additional needs that have been supported by the Area Early Years SENCo will have a School Entry Plan meeting prior to them starting in Reception. This is then reviewed during their first term in school. If a child joins us during the school year, then meetings are held with the previous school (if possible), and paper work is sent to accompany the child. Transitions within St John's are carefully planned by all staff, in collaboration with parents/carers and children. When children leave St John's before Y4, paperwork will be sent to their new school, and meetings held with the relevant staff member at the new school. At the end of year four, the SENCO and teachers meet with middle school staff to discuss children's needs, paperwork is shared, and vulnerable children are given extra opportunities to visit their new schools. Parents /carers may also be invited to a school entry plan meeting for transition from Y4 to Y5.</p>
<p>13. How is the school's special needs budget allocated?</p>	<p>Our SEN budget fluctuates year on year, depending on the needs of the cohort. The majority of our SEN budget is spent on staffing to support children with additional needs by providing English and Maths interventions, Nurture provision, an ELSA, Social Skills and Communication groups. A small contingency is used for required resources, such as specialist equipment for disabilities or learning needs, and for staff training. Children with an Education Health Care plan have additional funds allocated to ensure that the provision detailed in the plan can be provided by the school.</p>
<p>14. How and who makes the decision about what type and how much support my child will receive? Who else is involved? How is the impact measured?</p>	<p>Class teachers, the SENCO and Senior Leadership Team decide who requires additional support, based on the child's progress over time, or a specific disability, and will discuss this with parents / carers. Outside agency professionals may also suggest specific programmes or interventions to support a child. Progress is carefully monitored through teacher assessment or testing when appropriate (such as reading or spelling ages). It may also depend upon information from doctors or other professionals if the need is a medical or physical one.</p>

15. Who would be the first point of contact if I wanted to discuss something about my child?

The first point of contact is always the class teacher, after which the SENCO or the head teacher may also become involved.

We follow the Somerset Graduated Response for SEND and further information can be accessed via this link:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/&Our%20Graduated%20Response>