

## St John's C of E First School



**Learning together, aiming high**

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), Sarah Priddle, via the school email: [stjohnsfrome@educ.somerset.gov.uk](mailto:stjohnsfrome@educ.somerset.gov.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 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 differentiate 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. Following the assess, plan do, review process, if a child is still not meeting their targets, a more specific intervention may then be put in place in consultation with the SENCO.
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. What is differentiation and how does the school approach it?	Differentiation is the process of taking a specific skill, and creating an activity that fits a child's current level, with an achievable amount of challenge built in. This will involve several levels across the class, and is done through careful planning in year group teams. Some children may require a specific activity of their own.
5. What opportunities will I have to discuss my child's progress?	All parents are invited to parents' evenings with class teachers twice each year, and are given a written report once a year. Parents of children with high needs 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 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 are in place to support children with social and emotional difficulties, and children at risk from exclusion are discussed at the Frome Team Around the School Panel, which has the capacity to provide further advice and support. Parents of children with these difficulties may be offered additional support, for example the opportunity to work with a Parent and Family Support Advisor (PFSA) or Family Support Practitioner (FSP).	
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 also access the Frome Learning Partnership forest school and have our own nurture provision.	
9. What training have the staff had to support children with SEN or disabilities?	<ul style="list-style-type: none"> <li>Diabetes management</li> <li>Dyslexia support</li> <li>Autism support</li> <li>Signing (Somerset Total Communication)</li> <li>Mathematics tuition</li> <li>Team Teach</li> <li>Social Stories</li> <li>Medical Care Planning</li> <li>Intimate care</li> <li>Epipen use</li> </ul>	<ul style="list-style-type: none"> <li>Individual Literacy Intervention</li> <li>Learn to Move motor skills support</li> <li>Emotional Literacy Support (ELSA)</li> <li>Nurture provision training</li> <li>Precision Teaching</li> <li>Manual Handling</li> <li>Anxiety support</li> <li>Sensory Difficulties</li> <li>Speech and Language interventions</li> </ul>
10. How will my child be included in activities outside the classroom including school trips?	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. Full risk assessments are carried out for all trips, which take into account any special requirements.	

<p>11. How accessible is the school? What adaptations have been made?</p>	<p>Our school is on a difficult 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 high level needs are inducted into their Reception year with a school entry plan meeting, which involves parents and any professionals currently working with the child. 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 and children. When children leave St John's before Y4, paperwork will be sent to their new school, and meetings held if possible. 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 may also be invited to a school entry plan meeting for transitions from Y4 to Y5.</p>
<p>13. How is the school's special needs budget allocated?</p>	<p>Our SEN budget is approximately £100,000, but 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 high needs are allocated an individual budget, which may be used for specialist resources and/or staff support, to enable inclusion in a mainstream class or to provide specialist support out of the classroom.</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 and the SENCO decide who requires additional support, based on the child's progress over time, or a specific disability, and will discuss this with parents. 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>
<p>15. Who would be the first point of contact if I wanted to discuss something about my child?</p>	<p>The first point of contact is always the class teacher, after which the SENCO or the head teacher may also become involved.</p>

Children's Forum Consultation:

"How does school know if I need help?"

*I tell the grown-ups if I am stuck.*

*I tell my teacher if I am struggling.*

*My teacher knows I am on a low book-band.*

First I have a go by myself.

Ask our friends.

"What should I do if I think I need extra help?"

*We can use things like bead strings or numicon to help us.*

*Ask the teacher and they will explain.*

Teachers are checking we can do things all the time.

"How do teachers make sure my work is something I can do?"

*We talk things through with our teacher.*

*We get tests sometimes.*

*Yes, and we get challenges, like the Star Challenge!*

*My teacher would know if I was messing about.*

We can comment on the teacher's marking.

*Sometimes we use traffic lights ...*

*... Yes, or thumbs up.*

"How can I give my views on my learning?"

*The teacher will know because your work isn't finished.*

*You can add a sad face or smiley face to the end of your work.*

“Who will help me to become more independent in my learning?”

Learning Partners can help us to work things out.

Teachers and Teaching Assistants explain things so we can do them by ourselves.

*And friends can help us too.*

*Our Mummies and Daddies help us.*

We will be following the 5 Bs!

I will achieve my target.

We can look at the marking and messages from the teacher.

“How will I know if I am doing as I should?”

*I will be doing the right thing and not getting told off.*

*The teacher will talk to you and tell you.*

*Tell the teacher, or the Headteacher.*

*Tell a dinner lady.*

*Talk to an adult, or your parents.*

*Talk it through with someone you trust.*

“How can I get help if I am worried about something?”

Ask your friends to explain it ...

*... or your Mum or ...*

Ask someone you know is good at it.

*Use the friendship bench in the playground.*

Tell a playground buddy.