St. John's Primary School SEND Information Report

Introduction

At St. John's we *'are passionate about delivering the best possible outcomes for all our students, and we provide exceptional education, care and support for all our children and families'.* We recognise that children may have differing needs academically, medically or emotionally. We strive to nurture the best possible opportunities for academic excellence, self-confidence, appreciation of others and their world, and for our children to develop the courage to face new challenges as they arise, at St. John's and beyond.

The School SEND Information Report

This provides information to parents about the ways in which our school will support children with Special Educational Needs and Disabilities. St John's SEND Information Report aims to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years

St John's Primary School is a two-form entry primary school with a Nursery which has the ICAN Primary Talk Accreditation at an Enhanced Level. We are the borough provision for children with speech and language difficulties; we have an accredited ICAN specialist Speech and Language Nursery within our main Nursery and a Speech and Language Additionally Resourced Provision (ARP) for primary aged children. We are committed to an inclusive education through which all children achieve.

What is SEND?

Within the SEND Code of Practice (pages 15 and 16), SEN is defined as the following:
A child or young person has SEN if they have a learning difficulty 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 or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The four broad 'areas of need' are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

Included in this report there is:

1. As a parent, who are the best people to talk to at St John's Primary School about a child's difficulties/Special Educational Needs or Disability (SEND)?
2. What kinds of needs can be supported at our school?
3. How are children's needs identified? How does the school/parent know that a child has special educational needs?
4. What happens when a teacher raises a concern about a child's learning, development or emotional needs which are impacting on their progress and/or well-being?
5. What are the different types of support available for children with SEND in our school?
6. How can a parent let the school know that they are concerned about their child's progress in school?
7. How will the school let parents know if they have any concerns about the child's learning in school?
8. How is extra support allocated to children?
9. Who are the other people providing services to children with SEND in this school?
10. How do we support the emotional and social development of all of our children?
11. What additional provision do we offer?
12. How do we help children when they move to another school?
13. How do we help children when they move between classes and/or phases of education?
14. How are the teachers in school helped to work with children with SEND and what training do the staff receive?
15. What is the Local Authority's SEND Offer and where can it be found?
16. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

1. As a parent, who are the best people to talk to at St John's Primary School about a child's difficulties/Special Educational Needs or Disability (SEND)?

The class teacher, who is responsible for:

- Checking on the progress of every child and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Writing pupil's targets and sharing and reviewing these with parents at least once each term (in open evenings/days) and planning for the next term.
- Delivering Quality First Teaching for every child. This may include requesting support from other adults in the school such as Teaching Assistants.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENDCo, Maria Barnes, who is responsible for:

- Developing and reviewing all of the school's SEND policies.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND), and ensuring this meets their needs.
- Ensuring that parents are involved in supporting their child's learning; kept informed about the support their child is getting and involved in reviewing how they are doing.
- Liaising with all the other professionals who may be coming in to school to help support a child's learning, e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEN 'register' (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of each child's progress and needs are kept.
- Co-ordinating specialist support and professional development for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Monitoring the attendance of children with SEND.

The Headteacher – Mr Stevanovic, who is responsible for:

- The day-to-day management of all aspects of the school: this includes the support for children with SEND. The Headteacher delegates responsibility to the SENDCo and class teachers, but is still responsible for ensuring that every child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor – Dr Majumdar, who is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

2. What kinds of needs can be supported at our school?

Children with every type of need are supported in our school and we make best efforts to ensure that every child in our school makes excellent progress and is well prepared for adulthood. There is a high expectation of staff to deliver quality first teaching and the application of an adapted and scaffolded approach to teaching and learning. All teachers are responsible for every child in their care, including those with special educational needs.

3. How are children's needs identified? How does the school/parent know that a child has special educational needs?

There are many ways in which a special need may be identified. Here is a summary of typical routes, but this is not an exhaustive list.

- There may be indicators at birth or in early infancy
- Medical needs may be present or commence which will need ongoing support (e.g: brittle bones or cerebral palsy)
- The Two Year check by health or early educational settings may identify needs
- Parents/wider family may have noticed a delay, slowing down or change in development
- Teachers may notice a delay in communication, movement or social skills
- Assessments in school may indicate progress is not as expected
- A child may start to exhibit Specific Learning Difficulties as they experience more challenging academic work (such as Dyslexia or Dyscalculia)
- Children may share worries and concerns which highlight social and emotional needs affecting their learning (through staff, a worry box, the school counsellor etc)
- The behaviour logs and CPOMs may indicate a change or concern in behaviours which affect their learning

4. What happens when a teacher raises a concern about a child's learning, development or emotional needs which are impacting on their progress and/or well-being?

<u>Initial concerns</u>

When a concern has been raised about the development of a pupil:

- The class teacher will discuss this with the SENDCO and will fill in a Record of Concern Sheet if requested to.
- The SENDCo may then observe the child in class and look at work produced by the child.
- The class teacher (sometimes with the SENDCo) will then meet with the child's parents, where possible, to discuss their concerns to develop an understanding of the pupil's strengths and difficulties.
- Agreed next steps and outcomes should be sought.
- A meeting will be logged on CPOMs (the school's secure electronic platform).

Prior to placing a child on the SEN register a number of factors will be considered.

- Quality First Teaching – the role of the class teacher, planning and adaptation to support children.
- Provision and impact of Wave 2 interventions (e.g. social skills, from Buy-in SLT, targeted groups).
- Existing engagement of early years/ outside services, or seeking such external support.
- Other factors which may affect children's progress, such as being new to English/the country, a bereavement, or other home issues etc.

5. What are the different types of support available for children with SEND in our school?

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For a child this would mean:

- That the teacher has the highest possible expectations for every child in their class.
- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that every child's needs are met: we use visual support, physical resources (manipulatives), repetition, direct teaching and over-learning to support all children to develop their retention and retrieval of knowledge and concepts.
- Specific resources and strategies will be used to support children individually and in groups (which may be suggested by the SENDCo)
- Planning and teaching will be adapted on a daily basis as and when necessary to meet every child's learning needs.
- Provision of alternative recording methods, such as the teacher scribing, use of a laptop to type, photos etc.
- We run a range of evidence based interventions to support learning and accelerate progress.

Specific group work

For a child this would mean:

- An intervention to support academic or social and emotional development, typically run by staff within the school.
- Such interventions are usually time limited, during the usual school day and conducted so as not to miss out on key learning in the classroom.
- They are typically organised into small groups where the children can all benefit from the support.
- Sometimes they are conducted by external professionals to meet the needs of children with Speech and Language programmes or Behaviour and Well-Being Programmes (parents will know if their child has one of these).

Individual support

Some children may need more individualised or specialist support. This may be from one of our Teaching Assistants or Teachers, and would happen during the normal course of the school day to deliver an intervention, go over previous work or pre-teach new vocabulary, for example.

In some cases we may need to seek the advice of outside specialists such as from Ealing Primary Centre for behaviour (EPC), Occupational Therapy (OT), or Ealing Service for Children with Additional Needs (ESCAN), Education Psychology Service (EPS), Speech and Language Department (SALT) or other services.

What happens?

- Parents will ***always*** be asked to give their permission for the SENDCo to refer their child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist.
- At times, referrals to the Neurodevelopmental Service (NDS) or Occupational Therapy (OT) and others may have to be done through the family GP.
- This will help the school and parents to understand a child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with the child to understand their needs and make recommendations as to the ways he/she is given support both at school and at home.

Specified Individual support

- This type of support is available for children whose learning needs are moderate to severe, sometimes complex and often lifelong.
- This is usually provided Education, Health and Care Plan (EHCP), *previously known as a Statement of Special Educational Needs.* This means a child will have been identified by professionals as needing a particularly high level of individual or small-group teaching and support.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The child will often require specialist support in school from a professional outside the school. This may even be a multi-disciplinary team. This care will be co-ordinated by the SENDCo in consultation with the parents, and via support from external professionals and the Local Authority.

For the child and parents this would mean:

- The school (or parent/carer) can request that Local Authority Services carry out a statutory assessment of the child's needs (ERSA). This is a legal process which sets out the specific type of support that will be provided for the child.

- After the request has been made to Ealing SEND panel (with information about the child provided by the school, parents and professionals), they will decide whether they think the

child's need seems complex enough to require a statutory assessment. If this is the case, they will ask parents and all professionals involved with the child to write a report outlining his/her needs. If they do not think the child needs this, they will ask the school to continue with the current support.

- After the reports have all been sent in, the Panel of Professionals will decide if the child's needs are severe, complex and/or lifelong. If this is the case, an Education Health Care Plan (EHCP) will be drawn up (previously known as Statement of Special Educational Needs). **This process will take approximately twenty weeks**. If this is not the case, they will ask the school to continue with the current level of support.

- The Statement or EHC Plan will outline the financial support that the school will receive to fulfil the requirement to meet the child's complex needs. It will also have long- and short-term goals for the child. The financial support can change over time, and the goals updated as the child grows and progresses.

6. How can a parent let the school know that they are concerned about their child's progress in school?

- If parents have concerns about their child's progress, they should speak with the child's class teacher in the first instance.

- If parents continue to be concerned that their child is not making progress, they may speak to the Special Education Needs/Disabilities Co-ordinator (SENDCo), Maria Barnes.

7. How will the school let parents know if they have any concerns about the child's learning in school?

- If a child is identified as not making progress, at the earliest opportunity the school will set up a meeting to discuss this with parents in more detail and will listen to any concerns that they have may have.

- This might result in the school putting in any additional support that the child may need or monitoring the situation closely for a short period.

- The school will also discuss with parents any referrals, to outside professionals, that could be made to support their child.

8. How is extra support allocated to children?

- The school budget, received from Ealing, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, on the basis of needs in the school.

- The school identifies the needs of SEND pupils on the SEND List, through individual files and needs by year group, and through regular pupil progress meetings. These identify all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

9. Who are the other people providing services to children with SEND in this school?

At classroom level:

- Teachers are responsible for teaching SEND groups/individuals.
- Teaching Assistants may work with either individual children or small groups both within and outside of the classroom.

Local Authority Provision delivered in/out of school:

- Educational Psychology Service
- Ealing Service for Children with Additional Needs (i.e. visual and hearing impairment)
- SALT (Speech and Language Therapy)
- OT (Occupational Therapy)
- Ealing Primary Centre for behaviour (EPC)
- Autism outreach from Spring hallow Special School, Castlebar Special School
- Early Inclusion Team
- Sure Start Workers
- Parent/Carer Forum
- Homestart Support for Parents
- Anchor Foundation, previously known as Parents of Ealing Self Help Training Scheme (PESTs)
- Specialist school nurseries- Windmill Children's Centre
- School Nurse/ Health Visitor
- Physiotherapy
- Child Development Team (CDT)
- Child and Adolescent Mental Health Services (CAMHs – i.e. for attention deficit disorders or autism)
- Clinical Psychologists or Family support workers at Supportive Action for Families in Ealing (SAFE)

Other Provision delivered in school:

- Buy-in Speech and Language Therapy
- Buy-in Occupational Therapy
- Place2Be Therapy Service
- ELSA Support (Emotional Literacy Support Assistant)

10. How do we support the emotional and social development of all of our children?

We teach strategies to help children's social and emotional development as follows:

- Brain breaks
- Zones of Regulation
- PSHE lessons
- Circle time
- Phase assemblies
- Small group Interventions such as "Think Social" or "social stories" etc.
- Playground Leader (Redcaps)

If necessary, we also support children's social and emotional development in individual support plans that teach social skills and self-regulation strategies, as appropriate.

11. What additional provision do we offer?

Last year we provided the following interventions for children with SEN:

- Precision teaching - targeted support
- Colourful Semantics for speech and language and writing development
- Box Clever for Speech and Language Development
- Bucket Time for attention development
- Social skills
- Friendship groups
- Emotional Literacy
- Lego Therapy
- Zones of Regulation
- Music Therapy
- Place2be 1:1 play therapy
- RWI Handwriting
- RWI Phonics
- Phonological Awareness
- Paired reading
- Pre-teaching vocabulary
- Occupational Therapy
- Fine motor skills
- Speech and Language and Communication Therapy
- Sound Linkage and multi-sensory strategies for spelling

- Working memory support
- Teacher and/or buddy scribing
- Laptops used to support writing

Interventions and their impact are monitored closely in correlation with the 'Assess/Plan/Do/Review' cycle to ensure they are effective for each individual child.

12. How do we help children when they move to another school?

Whenever any child moves to another school we always pass on school records to a new school.

If a child has SEN we also:

- For many, but not all children with SEN we will arrange transition support groups. This can involve picture based social stories, visits to new schools, staff from new schools coming into meet the children and for Year 6, specific transition training for the children designed to alleviate fears, help children to know what to expect and myth-bust the move to High School.
- Pass on SEN records to the new school including SEN support plans or EHC Plans and 'one page profiles'.
- Liaise with the SENDCo/year group leader of the new school to clarify any information necessary.
- If needed, we can include suggested ways to support a child to ensure they settle quickly in their new school. (E.g. through their SEN support plan or EHC Plan. For example, we may organise some extra visits to the school or do some work to help prepare them for transition – e.g. drawing maps of the new school and/or working on a new one-page profile for the new school).
- If possible we invite the new school to the last review of a child with an EHC Plan and a transition plan can be set up as part of this meeting.

13. How do we help children when they move between classes and /or phases of education?

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. All plans will be shared with the new teacher.
- Children will be able to visit their new classes and often their new teachers..
- A moving on book may be made to help the child in this process.
- Social Stories

14. How are the teachers in school helped to work with children with SEND and what training do the staff receive?

- Part of the SENDCo's job is to support the class teacher in planning for children with SEND.: this is done through observations, formal and informal meetings, Pupil Progress and Pupil Voice.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.
- Individual teachers and support staff can also attend external training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Educational Psychologist Service or the Autism Outreach Service

All staff They are trained in the requirements of:	The SEN Code of Practice The Equality Act All school policies on teaching and learning; including information on the effective inclusion of children with SEN Zones of Regulation strategies Colourful Semantics Phonics interventions Including: Read Write Inc.
Teaching Assistants Different staff have had training in the following areas:	Makaton PECs Zones of Regulation strategies Colourful Semantics Speech & Language therapy programmes Occupational therapy programmes Supporting children with ASD Supporting children with SLCN Reading support programmes (Reading for Meaning) Phonics interventions Including: Read Write Inc., Touch typing Box Clever Social skills groups Lego therapy groups Bucket groups
SENDCo Mrs. Maria Barnes	NASENDCo Diploma Mental Health First Aider
ARP Leader, Miss E. Malcolm	MSc SLCN in Schools: Advanced Practice
ELSA Trained Teaching Assistant	Clare Squibb

15. What is the Local Authority's SEND Offer and where can it be found?

All Ealing Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What is the Local Offer? The Local Authority's 'Local Offer' 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 (SEN) 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 parents in understanding the range of services and provision in the local area. Ealing Local Offer can be found:

https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0

16. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

If at any time a parent is worried about their child then it is important to contact the school and discuss this so that any issues can be sorted out. We take parental concerns very seriously and will do everything we can to resolve them. The first person to contact would be the child's class teacher. If parents still feel concerned then they can contact the SENDCo/Phase Leader to discuss unresolved concerns.

We would expect any problems to be resolved after this. However, if parents still feel that their concerns have not been addressed, they may contact the Head teacher. An appointment can be made via the school office. If parents are still unhappy despite all these discussions then they may contact the SEND Governors, again, via the school office.

Legislation and Guidance taken into account when compiling this report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

Contact details

The SEND provision within our school is co-ordinated by the SENDCo, Mrs Maria Barnes
Tel: 02085676251 Email: adminoffice@st-johns.ealing.sch.uk

The ARP provision is coordinated by the ARP Lead, Ms E. Malcolm.
Tel: 02085676251 Email: adminoffice@st-johns.ealing.sch.uk

Our Designated Safeguarding Lead is one of our Assistant Headteachers, Mr. Cheesewright. Deputy DSLs are Mrs. Barnes, Mrs. Hartnett and Ms. Malcolm

The SEN Governor is Dr Margaret Majumdar; she may be contacted through the School Office.
Tel: 02085676251 Email: adminoffice@st-johns.ealing.sch.uk

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Date of next review: December 2025