



## St Johns Church of England Primary School



### SEND Information Report

January 2023

St John's Church of England Primary School is a voluntary aided one form entry primary school with a 52 place nursery. We are an inclusive Church of England school within the London Borough of Barnet.

Our SEND School Information Report is in response to Section 6.79 of the Code of Practice 2014 (updated January 2015) which states that: The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.

The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about LB Barnet's Local Offer and our School SEND Policy.

#### What kinds of SEND do we provide for?

At St Johns', we make provision for children with Special Educational Needs and /or disabilities (SEND) within the four categories identified in the Code of Practice (2014) (updated January 2015):

Our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

At St John's we have a 3 tiered approach to supporting a child's learning.

#### Universal

This is the quality first teaching your child will receive from their class teacher and may include some minor adaptations to match learning needs.

#### Targeted

It may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning.

This takes the form of a graduated four-part approach of:

- **assessing** your child's needs
- **planning** the most effective and appropriate intervention
- **doing** the intervention
- **reviewing** the impact on your child's progress towards individual learning outcomes

#### Specialist

It may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school, in order to plan for the best possible learning outcomes for your child. Please see our current Provision Map Table (Appendix A) for the current support and interventions provided at St John's.





## How are parents consulted and involved in their child's education?

At St John's we value the importance of working with parents/carers of children with SEND in order to achieve the best outcomes for them.

We make every effort to ensure a good level of communication with parents/carers so they feel informed and knowledgeable about what is happening in school and about how their child is progressing.

- For children with an Educational Health Care Plans (EHCP) and those on SEN support, meetings are held termly with the child, parents, teachers and SENCO. You will be able to share your views and discuss your child's progress
- You can request to have a meeting with your child's class teacher throughout the year.
- Some children have the use of Home-School diaries
- Children with EHCP's have an Annual Review meeting. Children's progress against their individual targets/outcomes are reviewed and new targets set by both parents, class teacher and the SENDCo. In this meeting, decisions about future targets/provision is jointly agreed by both parents and the professionals.
- We have an open door policy where parents/carers can come in for a chat or make an appointment to see their child's teacher, the SENDCo or a member of the Leadership Team.
- The school have a texting and email system which is used to communicate with all parents.
- Parents are informed about events taking place in Barnet for children and families with SEND.
- Questionnaires/surveys are sent out to parents.

## How are young children with SEND consulted and involved in their education?

We are keen to develop the child's voice and seek their views on all areas of their learning.

- Where possible, children are given the opportunity to reflect on their progress and celebrate achievements.
- If appropriate, children with SEND are involved in setting their outcomes.
- If appropriate children with EHCP's attend part of their Annual Review meeting. They are invited to give their views.
- Children with SEND are invited to attend their Parent consultations meeting with the SENDCo and the class teacher.
- The children where possible take ownership of their Individual Support Plan
- The children will be given in class feedback towards their targets.
- Achievements are also recognized during brilliant book assembly and children are encouraged to show their work to show a member of SLT.

## How do we assess and review progress towards outcomes? How do we involve families and children in the process?

Assessment and review processes of pupils with SEN are carried out using the graduated approach contained within the 2015 Code of Practice; a four-part cycle: assess, plan, do, and review. The following contribute to this process:

- Termly Individual Support Plan meeting - short term targets / outcomes are reviewed using the following 5 point scale.

1. Not able to achieve – adult is introducing target
2. Is beginning to respond to target, but only with a high level of adult support
3. Achieves target intermittently with some difficulty and some adult support
4. Achieves target fairly consistently, only occasional difficulty/ occasional adult support
5. Achieves target consistently, without significant difficulty

Annual Reviews (for children with EHCPs) – long term targets are reviewed using the same process.



- Regular Leadership Team meetings to review data and progress
- Termly Pupil Progress meetings held between class teacher and the leadership team.
- Teacher observations and work in books.
- Monitoring and Performance Management
- Parent Consultations
- Annual reviews (of children with EHCP's)
- Planning meetings with the Educational Psychologist (annually)
- Regular meetings and conversations with other professionals who work with specific children in and out of school
- CAF (Common Assessment Framework) meetings (where applicable)
- Planning meetings with IAT (annually)

### How do we support children between phases of education/changes of placements?

- We liaise closely with the school or nursery that your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child. For older children, we can sometimes arrange transition visits prior to their official start to support them becoming familiar with the environment.
- For children starting in our Early Years, we organise a Home Visit with two members of Early Years team before your child begins with us. This is an opportunity for you to let us know of any issues or support that you feel your child may need in transitioning to primary school. We also work closely with and visit other pre-school settings. During these visits we will meet with relevant key workers to ensure that we are well informed about the child's needs.
- While at St John's, we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, attainment and progress.
- St John's holds transition meetings to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. You can contact the Headteacher for further information about individual cases.
- If your child has an EHC plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.



## What is our approach to teaching children with SEND at St John's?

- High quality teaching in class
- Targeted small group work 1:1 work with staff
- Intervention groups
- Clear adaptations made to teaching.

## How are adaptations made to the learning environment/curriculum for children with SEND at our school?

- Plan in place to facilitate the child moving around the room/toileting etc. Use of visual cards
- Visual timetables
- Work stations
- Individualised curriculums
- Provision maps
- Specialist equipment
- Advice from outside professionals

## What expertise and training is available to support children with SEND at our school?

- The SENCO has an accreditation.
- The SENCO attends termly training sessions provided by the local authority.
- Staff may attend courses linked to needs of the children that they are supporting.
- All staff receive in house and borough training.
- We have received external training from specialist services and us resources of outside professionals for advice and support Staff attend BPSI and IAT SEND training.

## How do we evaluate the effectiveness of the provision for children with SEND at your school?

- Robust tracking system
- Intervention evaluations
- Surveys from families, children, staff, internal and external reviews
- SEND data analysed every term
- Pupil progress meetings
- Regular analysis of regress and attainment data for SEND pupils by the school governors
- Parent consultations with SENDCo and class teacher
- Annual planning meetings with IAT and the Educational Psychologist

## How do we ensure children with SEND are able to fully engage with everything available at school and interact with children without SEND?

- We provide an inclusive learning environment where all children are treated equally and all children have access to all the opportunities that we provide.
- Children with SEND are fully included in activities throughout the day and if (and when) necessary, we provide additional support to enable this to happen.
- Teachers planning is adapted to meet all children's needs.
- The high expectations and aspirations that we have for all children in the school includes children with SEND.
- All children attend all out of school educational visits.





## How does our school involve outside organisations (like health, social care, local authority) in meeting the needs of children with SEND?

At St John's all our staff work together to support children with SEND, mental health difficulties, social difficulties and a range of other needs within the school.

### External agencies

- Education, Health and Social Care professionals who support the process of assessment, target-setting and ensuring that the needs of children with SEND are appropriately met

### Educational Psychologists

- Hannah Morgan works with children who need SEND support and provide training for all staff

### Physiotherapists and Occupational therapists

- This support is provided by therapists at Oak Lane clinic

### Child and Adolescent Mental Health services (CAHMS)

- We work with a range of clinical psychologists to facilitate the support for children with social/emotional needs

### Advisory Teachers

- Barnet's SEND service provide support and recommendations for children and their families, including those with Autism, hearing impairment and mental health issues

### IAT – Inclusion Advisory Team

- Provide support as a team of Advisory teachers who specialise in supporting schools to enable the successful inclusion of children and young people with speech and language and communication difficulties, social, emotional and behavioural difficulties and Literacy difficulties.

### ASD – Advisory teachers

- Advisory teachers based in Oakleigh special school provide training and support for Autism and SEND Autism Advisory Team- Barnet

### Medical Practitioners

- Pediatricians at both Edgware and Barnet hospital

### CAF team and family support services from Barnet – Early Help Assessment Barnet



### Who should I contact if I have any concerns or a complaint with regards to my child?

- If a parent has a concern or question about provision for the child with SEN, they should contact their child's class teacher in the first instance. If a parent wishes to discuss their concerns further, they can contact: the SENDCo, Stacey Man: [sman@stjohnsn11.barnet.sch.uk](mailto:sman@stjohnsn11.barnet.sch.uk) or the Head teacher, Mr Graham Gunn: [headteacher@stjohnsn11.barnet.sch.uk](mailto:headteacher@stjohnsn11.barnet.sch.uk)

### Is there any additional information that could be useful for parents?

For more detailed information regarding Special Educational Needs please see our SEN policy on our website:

<https://www.stjohnsprimaryn11.co.uk/>

- The 'Ordinarily Available' document and the Barnet 'Local Offer' can be accessed using the link our school website and at the following website. This details the provision for children with SEN: <https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-specialeducational-needs/education-in-the-local-offer.html>
- A copy of the full Code of Practice 2015 can be found at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Parents can also contact SENDIASS who can give additional advice and support specifically to parents of children with additional needs:  
Telephone - 0208 359 7637 E-mail – [SendIASS@barnet.gov.uk](mailto:SendIASS@barnet.gov.uk)  
<https://www.barnet.gov.uk/children-and-families/barnet-send-information-advice-and-support-service>





## St John's CE Whole School Provision Map

Area of need	All pupils, where appropriate	Catch up	SEND
<p><b>Cognition and Learning</b></p>	<p>Quality first teaching            Differentiated curriculum planning, activities and outcome            Visual timetables            Use of writing frames            Access to ICT            Word banks            Illustrated dictionaries            In class support from Teaching Assistant (TA)            Visual aids/modelling</p>	<p>Consolidation group            Phonics group            In class support from TA            Individual reading/spelling programme with TA/CT            Reading volunteer            Precision teaching            Pre- teach vocabulary</p>	<p>Reading support with reading volunteer            Project X code            5 minute box (English)            5 minute box (Maths)            Phonics support            Input from outside agencies            Educational Psychologist            Speech and Language Therapist(SALT) and specialist teachers            1-1 support with SENDCo            Precision teaching            Toe by Toe            Wordwasp            Project X code            Clicker 7            1:1 maths support</p>
<p><b>Communication and Interaction</b></p>	<p>Differentiated curriculum planning, activities and outcomes            Use of symbols            Visual timetables            Structured school and class routines</p>	<p>In class support from TA with main focus supporting speech and language</p>	<p>Speech and Language support from SALT followed up in school through programmes and targets            Talkboost KS1            Early talkboost            Lego therapy            In house scheme of work 'Zones of regulation'            IAT support for Speech and Language needs.            Support from Educational Psychologist            Makaton            Weighted blanket            Sensory tent</p>



Area of need	All pupils, where appropriate	Catch up	SEND
<p><b>Social, mental and emotional health</b></p>	<p>Whole school behaviour Policy            School/class rules            Class reward and sanctions e.g. Golden Time/House points            Personal, Social, Health Education Curriculum            Circle Time            Class assemblies</p>	<p>Small group circle time            Support for unstructured /independent activities</p>	<p>Individual target/Reward system            Support from Educational Psychologist            1-1 support from Learning mentor            Lego therapy            Support from IAT            Emotional literacy intervention            Social skills: Talkabout            Dog Therapy            Zones of regulation            Attention Autism Group</p>
<p><b>Sensory and/ or physical</b></p>	<p>Classroom resources e.g., ear defenders, quiet areas- pop up tent, calming weighted blanket, weighted cushions, fidget balls etc</p>	<p>Additional handwriting practice            Access to resources/equipment eg. Pencil grips or sensory box            In class support from TA</p>	<p>Individual support in class and during PE            Specific resources to support particular needs e.g. weighted cushion to support sitting/writing wedge            Input from external services such as Physiotherapy services and advisory teachers e.g. visually impaired pupils            Access to bespoke resources to support learning/targets            Sensory circuits            Sensory tent            Gross motor/fine motor skills</p>