

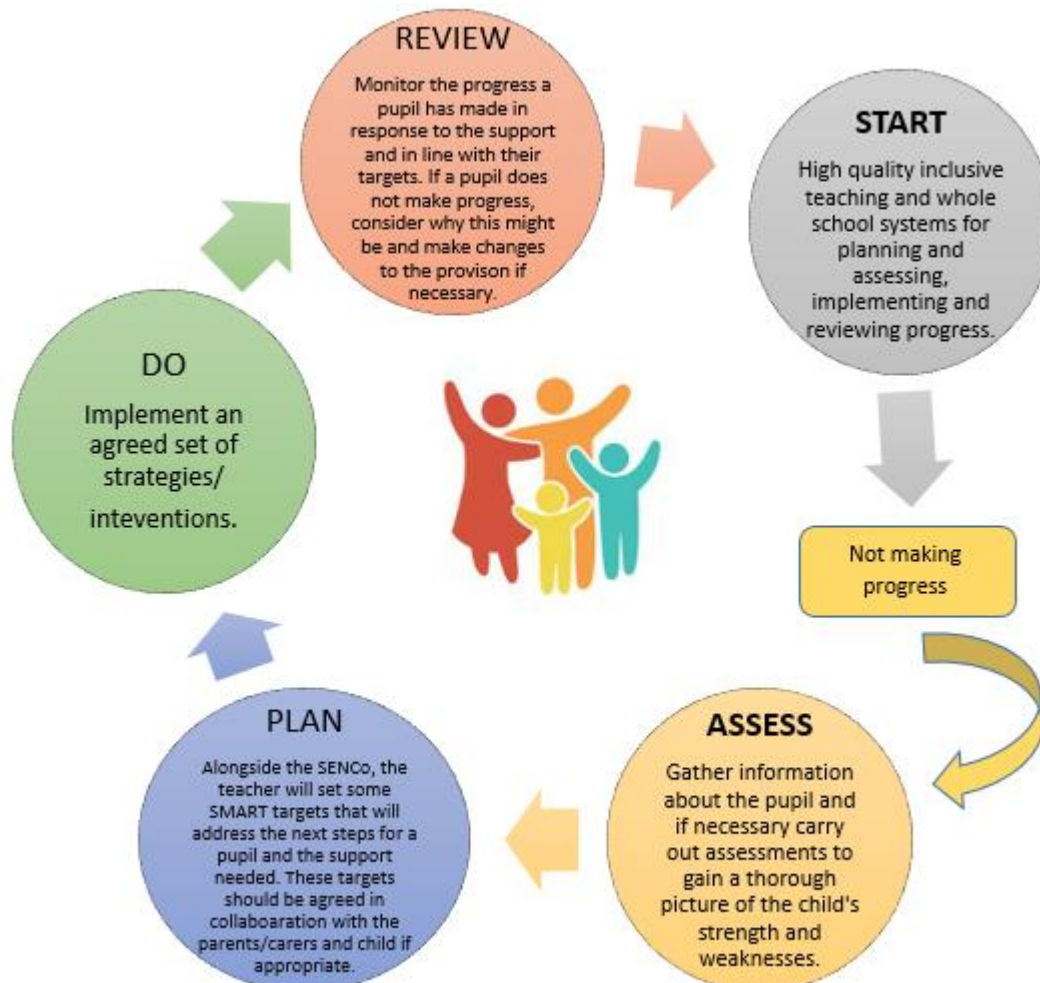




## How do we identify children with SEND and assess their needs?

- Class teachers will complete an Initial Concerns form about a child and may discuss any initial concerns with the parents. They may also ask advice from the SENDCo- Mrs Man.
- The class teacher will make necessary adaptations within the class to help the child make better progress.
- If necessary, the SENDCo may observe the child and may use assessment tools and outside professionals may be referred to or brought in.
- Attainment and progress of all children is monitored and tracked regularly throughout the academic year by teachers and the leadership team through informal discussions and Pupil Progress meetings.
- The teachers evaluate their lessons and consider whether individual children are making the expected levels of progress within their lessons. This is discussed and fed back to the parents. (Parents evening)
- If your child needs additional support from an outside agency they may also review your child's progress and strategies that are in place.
- If children are identified as requiring targeted support, this will be discussed with the parents and a learning plan, strategies and progress will be reviewed half termly.
- Children that receive support from an outside agency and receive SEND support will have an Individual Support Plan (ISP). ISP's are reviewed termly.

## The Graduated Approach- Assess, Plan, Do, Review cycle







- 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 support children's social, emotional and mental wellbeing?

At St John's we are committed to supporting children through difficult periods through our inclusive Christian environment. We are committed to developing our Growth Mindset. St John's offer a wide variety of pastoral support for pupils who are encountering emotional difficulties. St John's support children with social, emotional and mental health through the following ways:

- Members of staff such as the class teacher and the learning mentor are readily available for pupils who wish to discuss issues and concerns.
- Trained Teaching Assistants and teachers carry out social skills groups targeted to the area of need.
- Our highly skilled learning mentor, Shelley Sander, works with children who have been referred through the Inclusion process and provides support
- PSHCE (Personal Social Health and Citizenship Education) embedded in our curriculum and taught alongside subjects as well as discreetly if necessary.
- Individual support provided by CAHMS (Children and Adolescent Mental Health Service)
- Small group sessions which include: Lego therapy, Dog therapy, Talkabout
- Whole School Assemblies
- Emotional Literacy intervention
  
- Specialist support from advisory teachers (IAT, Autism Advisory Team etc.)
- In addition to the Learning Mentor, Reverend Dagmar Wilkinson, provides pastoral support to the whole school community. There is a close link between school and St Johns Church and the children take part in many services throughout the year.



## 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







## St John's CE Whole School Provision Map

Area of need	All pupils, where appropriate	Catch up	SEND
<b>Cognition and Learning</b>	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	Consolidation group Phonics group In class support from TA Individual reading/spelling programme with TA/CT Reading volunteer Precision teaching Pre- teach vocabulary	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
<b>Communication and Interaction</b>	Differentiated curriculum planning, activities and outcomes Use of symbols Visual timetables Structured school and class routines	In class support from TA with main focus supporting speech and language	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 Attention Autism Group



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            Sensory room</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</p>
<p><b>Sensory and/ or physical</b></p>	<p>Sensory room            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            OT interventions</p>