



## **St Johns Church of England Primary School**

## **SEND Information Report**

#### January 2024

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 adaptions 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.

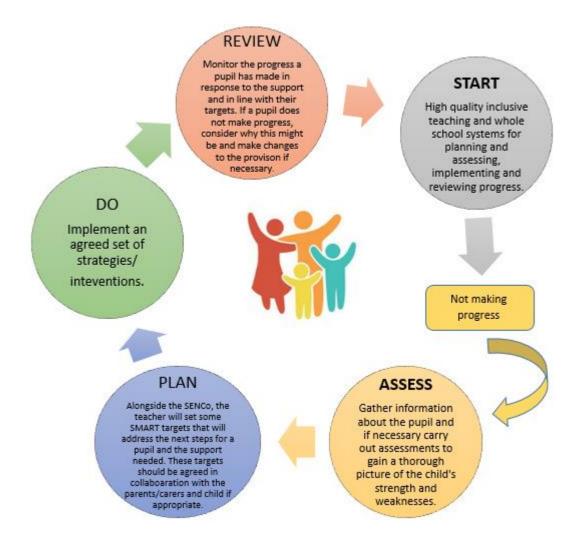




### How do we identify children with SEND and assess their needs?

- 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







### 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 adaptions 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, targetsetting 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: <a href="mailto:sman@stjohnsn11.barnet.sch.uk">sman@stjohnsn11.barnet.sch.uk</a> or the Head teacher, Ms MacciDobie: 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: <a href="https://www.stjohnsprimaryn11.co.uk/">https://www.stjohnsprimaryn11.co.uk/</a>

- 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: <a href="https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-specialeducational-needs/education-in-the-local-offer.html">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>
- A copy of the full Code of Practice 2015 can be found at:

  <a href="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</a>
- 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 – <u>SendIASS@barnet.gov.uk</u>

https://www.barnet.gov.uk/children-and-families/barnet-send-information-advice-and-support-service





## St John's CE Whole School Provision Map

t John's CE Whole School Provision Map				
Area of need	All pupils, where appropriate	Catch up	SEND	
	Quality first teaching	Consolidation group	Reading support with reading volunteer	
Cognition and Learning	Differentiated curriculum planning,	Phonics group	Project X code	
	activities and outcome	In class support from TA	5 minute box (English)	
	Visual timetables	Individual reading/spelling	5 minute box (Maths	
	Use of writing frames	programme with TA/CT	Phonics support	
	Access to ICT	Reading volunteer	Input from outside agencies	
	Word banks	Precision teaching	Educational Psychologist	
	Illustrated dictionaries	Pre- teach vocabularly	Speech and Language Therapist(SALT) and	
	In class support from Teaching Assistant (TA)		specialist teachers	
	Visual aids/modelling		1-1 support with SENDCo	
			Precision teaching	
			Toe by Toe	
			Wordwasp	
			Project X code	
			Clicker 7	
			1:1 maths support	
	Differentiated curriculum planning,	In class support from TA with main	Speech and Language support from SALT	
	activities and outcomes	focus supporting speech and	followed up in school through programmes and	
Communication and	Use of symbols	language	targets	
Interaction	Visual timetables		Talkboost KS1	
	Structured school and class routines		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	





Annual ACCIONAL CONTRACTS			
Area of need	All pupils, where appropriate	Catch up	SEND
Social, mental and emotional health	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	Small group circle time Support for unstructured /independent activities	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
Sensory and/ or physical	Sensory room Classroom resources e.g., ear defenders, quiet areas- pop up tent, calming weighted blanket, weighted cushions, fidget balls etc	Additional handwriting practice Access to resources/equipment eg. Pencil grips or sensory box In class support from TA	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