



St John's CE Primary School

A family of equal, diverse and unique people, made in the image of God, together aspiring to fulfil our God given potential by nourishing The Fruits of the Spirit in our lives.

Special Educational Needs Information

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England (Code of Practice 2014).

Many children who have SEN may have a disability a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities (Equality Act 2010).

CONTACT DETAILS:

Special Educational Needs Coordinator (SENCO and Deputy Head) – [Mrs J.Haigh](#)

Safeguarding Officers – Lead – [Ms J Haigh](#), Deputy – [Mr A Mills](#) and [Mrs A Lane](#)

Staff who have undertaken the National Award for SEN – [Mrs M. Payne](#)

Graduate specialist in Early Years/Key Stage 1 language development – [Mrs L.Shenton](#)

Higher Level Teaching Assistants (HLTA) – [Mrs A.Clarke](#) and [Mrs W.Perry](#)

How you can contact Mrs J.Haigh

- ❖ through the school reception area in person (if available, she will speak to you there and then, if this is not possible, please feel free to make an appointment to suit you)
- ❖ by telephone 01543 452197 (main office or ext 203 for direct access if available. If unavailable, leave a message for her to return your call)
- ❖ email jhaigh@st-johns.walsall.sch.uk

Aims of our provision in regards to pupils with special educational needs and/or disability

In line with the new SEND Policy 2014, St John's staff will strive to;

- identify children who may have a special educational need as early as possible
- make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum

- ensure that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs
- reduce barriers to progress through careful monitoring
- use their best endeavours to secure special educational provision for those who need it, when the need is “additional to and different from” that provided within the differentiated curriculum, to better respond to pupils needs. This will be done in consultation with the SENCO
- respond to parents', carers' and pupils' views in order to develop a collaborative working partnership at all levels of need
- ensure a high level of expertise to meet pupil need, through appropriate, relevant high quality training (see website for the school's CPD under 'Our School', 'Staff Training' tab) and through collaborative working with other staff members and the SENCO
- support pupils with medical conditions to achieve full inclusion in all aspects of school life (in consultation with health and social care professionals)
- ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working with the Local Authority and other agencies
- work with parents and carers to ensure good attendance if problems arise

The kinds of SEN that are provided for.

SEN needs can be **broadly** categorised into four areas (some children may have needs that come into more than one category).

1. **Communication and interaction** - (including difficulties in communicating with others, both receptive and expressive language deficits, children with ASD who struggle with social interaction)
2. **Cognition and learning** – (including children with learning difficulties where pace is slower than peers even with differentiation, where pupils may need support in all areas of the curriculum and associated mobility and communication, complex learning difficulties, physical disability and sensory impairment, also specific learning difficulties)
3. **Social, mental and emotional health** – (including withdrawn and isolated pupils, those showing disruptive or disturbing behaviour, mental health difficulties, attention deficit disorders, attachment disorders)
4. **Sensory/physical** – (including visual and hearing impairment, physical difficulties)

Children with SEN, either with or without an Education and Health Care Plan, are welcome to apply for a place in school in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment. Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

How does our school know if children need extra help?

Initially, we listen to all the facts and concerns presented to us. This may come from a variety of sources including; -

- [Concerns raised by parents/carers of looked after children](#)
- [Pupil's views](#)
- [Teachers concerns from our school or a previous school](#)
- [Lack of progress shown through the school's stringent tracking system \(picked up by teachers and the SLT at pupil progress meetings\)](#)
- [Pupil observations](#)

What should a parent do if it thinks their child may have special educational needs?

Parents are welcome to come into school to speak with a child's teacher or the SENCO at any time. Once concerns are raised, an information gathering process will take place in the form of a pupil passport so that we can see the whole child. The child will be consulted, the parents and the teachers directly involved with the child. Likes, dislikes, favoured strategies and difficulties will all be considered. We will need to rule out aspects such as attendance, health and welfare (including hearing and sight), change in family circumstances etc, to see if there is a reason, other than learning difficulties, which is preventing a child from making good progress. If we find that there are extenuating circumstances why the child has not progressed, these will be appropriately addressed. However, if these aspects have been ruled out, we will carry out further assessments to indicate what action we need to take.

It may be that simple 'reasonable adjustments' need to be made, such as providing additional equipment (writing slopes, coloured overlays, support chairs etc) or adjusting lesson delivery and putting in simple strategies to suit specific learning styles.

If the need is more than making adjustments, then the need will generally fall into one or more of the four categories listed above.

A graduated approach is then started to address specific issues which are preventing the child from making good progress and a plan of action is drawn up. This is considered to be an 'Early Response' when a cycle of intervention commences. We assess, we plan, we do

and we review in collaboration with parents and pupils. These cycles last for a mutually agreed period of time.

Interventions used will vary depending on the need. A list of interventions can be found on the schools website under the 'Our School' tab, 'Resources and Programmes'.

After this 'Early Response' cycle has been reviewed and we mutually agree that the child does have a special educational need, the child will be added to the special needs register and specific provision will be made to cater for those needs.

How will we support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- 1. classroom observation by the senior leadership team, the SENCO and external verifiers*
- 2. ongoing assessment of progress made by pupil in specific intervention groups*
- 3. scrutiny of planning and provision mapping*
- 4. teacher meetings with the SENCO*
- 5. pupil and parent feedback when reviewing target attainment*
- 6. whole school pupil progress tracking*

For children with an identified SEN, we follow a graduated approach.

- Assess:** Data on the pupil will be collated by the class teacher in collaboration with the SENCO in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCO.
- Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- [Autism Outreach Team](#)
- [Hearing Impairment team](#)

- Visual Impairment team
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and disability support service
- School Nurse/Health Service
- CAMHS (Child & Adolescent Mental Health Service)

For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. Please see Walsall Local Offer information; - <https://www.wald.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents termly through SEN reviews but also through the school reporting system and Parents' Evenings. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at ; - <http://www.st-johns.walsall.sch.uk/>
Go to the Special Educational Needs tab – this highlights the School offer for parents, showing the training undertaken by staff and the resources that we have found useful in supporting children's learning. Some of these can also be used at home to help parents in the support of their child's development. Any additional activities or support groups will be distributed as they arise.

- The class teacher or SENCO may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter, via Parent Mail and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the provision maps located on the school website and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' well-being and mental health.
- The school has parent/pupil support available upon request.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.

- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

What training do the staff supporting children and young people with SEND undertake?

In the last few years school staff has received a range of training.

For example awareness training has been provided to staff on:

- [How to support pupils with dyslexia and literacy difficulties.](#)
- [How to support pupils on the autistic spectrum](#)
- [How to support pupils with behavioural difficulties](#)
- [How to support pupils with speech, language and communication difficulties](#)

- [How to support pupils who display attachment difficulties](#)

A full list of training can be found on the school website under the 'Our School' tab, 'Training'.

The SENCO attends termly SENCO updates to keep abreast of current legislation and practices. Cluster meetings are also attended for support and to share good practice between local schools.

- The school has regular visits from the Educational Psychologist and the Integrated Behaviour Support Services who provide advice to staff support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant or our Graduate Teacher with specialist SAL training.
- The Governor with specific responsibility for SEN has an awareness of the SEN training.

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception
- Automatic doors to the entrance
- The Reception class entrance has been modified for wheelchair access and portable ramps have been purchased for other areas in school
- One toilet has been adapted to ensure accessibility for visitors with a disability and now contains an electric changing bed for pupils with an intimate care need
- We have wide doorways for wheelchair access

The school has an Accessibility Plan that provides more detail.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits for pupils starting Nursery. Additional visits are arranged if needed.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. This is for new Nursery, transfer to Reception, to Year 1 and transfer to Year 2.

- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next class/Key stage

- The current teacher completes a transition plan with the pupil and with parental involvement to inform the new class teacher.
- The transition plans are discussed by old/new teachers to ensure that they are clear and that the child's needs are understood.
- A 'Shuffle Day' is arranged to give pupils a chance to experience their new class before the new year starts. Any problems or issues can be dealt with early.
- Evening meetings are arranged for parents in order to provide important information about the new class/year group and the opportunity to talk to the new class teacher is provided.

Transition to a new school in Year 6

- Transition days are arranged for pupils with SEN dependent on need
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet with the parents to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, or a member of the Senior Leadership Team.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCO
- The Headteacher

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus and is available as a policy (Complaint's policy – this is listed on the website). In summary; -

We give careful consideration to all complaints, and deal with them as swiftly as possible.

We aim to resolve any complaint through dialogue and mutual understanding. In all cases we put the interests of the child above all else. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

- If a parent/guardian is concerned about anything to do with the education in the first instance, discuss the matter with the child's class teacher. In our experience most matters of concern can be resolved positively in this way.
- Where parents/guardians feel that a situation has still not been resolved they should make an appointment to discuss it with the SENCO or the Headteacher.
- Should any parents have a complaint about the Headteacher, they should first make an informal approach to chair or vice chair of the governing body (Rev Nigel Carter).
- Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing.
- If the complaint is not resolved, a parent may make representation to the LA.
- If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

J Haigh October 2019

References

The **SEND Code of Practice** (July 2014) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations; -

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Supporting pupils at school with medical conditions Sept 2014; -

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice; -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf