



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).

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

Staff member with overall responsibility for children with medical needs – [Mrs A Lane](#)

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

Higher Level Teaching Assistant for SEN (HLTA) – [Mrs K Coulter](#)

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 to arrange a virtual appointment (COVID guidelines and school's risk assessment are being followed, so no face to face meetings currently and only one person in the Reception area at any one time)
- ❖ by telephone 01543 452197
- ❖ via school dojo messaging function
- ❖ via 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 DFE's SEND Code Of Practice of January 2015, 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 without fear of discrimination
- 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 without being treated less favourably
- 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 fit 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 and 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 use our best endeavours, in partnership with parents, to make the provision appropriate and accessible 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 the named school.

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does our school know if children need extra help?

All children are different so every child is unique with their learning journey! Initially, we look at the facts. This may come from a variety of sources including; -

- Pupil observations
- Lack of progress shown through the school's stringent tracking system (picked up by class teachers and specialist TA's initially)
- Pupil's views
- Teachers concerns from a previous school
- External agency concerns/communications
- Concerns raised by parents/carers of our children in authority care

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

Parents are welcome to contact school to speak with a child's teacher or the SENCO at any time through dojo messaging function or telephone conversation (COVID guidelines). Once concerns are raised, an information gathering process will take place so that we can see the whole child. The child will be consulted and 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, thus removing the barriers to learning.

It may be that simple 'reasonable adjustments' are made initially, such as providing additional equipment (writing slopes, coloured overlays, support chairs, fiddle toys, ear defenders etc) or adjusting lesson delivery and putting in simple strategies to suit specific learning styles (brain breaks, timelines, more visual clues, 'chunking' where tasks are broken down more simply, talking boards for audial instructions etc).

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

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 school's 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 are 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*
- 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 (currently via telephone calls or Team meetings due to COVID 19 restrictions).
- 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 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.

4. **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:

- [Hearing Impairment team](#)
- [Visual Impairment team](#)
- [Educational Psychologist Service](#)
- [Educational Welfare Officers](#)
- [Physical and disability support service](#)
- [School Nurse/Health Service](#)
- [Speech and Language Therapy](#)
- [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 are currently having to be risk assessed in order to be in line with COVID 19 Government guidelines.
- 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 technology 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 (these are currently having to be done remotely or via phone call under current COVID 19 restrictions, in line with the school's risk assessment) but also through the school reporting system.

Parents are encouraged 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 historically organised a number of parent workshops during the year. These were 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, however, this is currently not possible under current COVID 19 guidelines. Dojo is currently being used to signpost parents to support agencies and via email. Face to face meetings will be addressed as soon as it is safe to do so.
- 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. Currently, offers of support through Walsall Authority and through the NHS, are being done remotely.

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 (currently from within each child's COVID appropriate bubble). These are to support improved interaction skills, emotional resilience and well-being.
- Minor adjustments are put in place for pupils who find outside class times difficult. Pragmatics groups are currently not taking place due to the COVID 19 restrictions (not able to cross the bubbles).
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.
- The school has 4 staff members through each Key Stage that are available for support for parents and children – this is currently being done via phone calls as per COVID 19 guidance and the school's risk assessment.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with specialist nurses 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?

School staff have received a range of training, including; -

- [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 and trauma induced 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 (currently remotely) to keep abreast of current legislation and practices. These briefings also include the latest COVID 19 adjustments.

- The school has visits from the Educational Psychologist (a traded service that we buy in to – these visits have now resumed since lockdown) to observe and/or assess children and provide advice to staff in order to support the success and progress of individual pupils.
- The NHS Speech Language Therapist visits termly (this has now also resumed since lockdown after risk assessments were carried out) to assess and plan support for targeted pupils. These programmes are then delivered by our experienced staff.
- The Governor with specific responsibility for SEN has an awareness of the SEN training undertaken and of the school's approach to teaching children with special educational needs.

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 (e.g. disabled friendly transport, support worker individually assigned, minor adjustments made regarding carrying appropriate resources for calming etc)
- 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?

Historically, 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 it 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, however, we still have to abide by each school's current COVID 19 risk assessment.
- Parent/carers are usually 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. Since the COVID pandemic, we are doing this via videos and are sending home the relevant paperwork through the post.
- 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. Again, this is currently being done remotely.
- If pupils are transferring from another school, the previous school records will be requested immediately.

Transition to the next class/Key stage

- The current teacher completes a transition plan with the pupil 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.
- Historically, a 'Shuffle Day' is arranged to give pupils a chance to experience their new class before the new year starts. This year, with the COVID pandemic, we ensured that ALL children had the opportunity to meet their new teacher and experience at least two days in their new class. We know that early identification of possible problems is more beneficial to both the child and the teacher and these need to be addressed as early as possible.
- Evening meetings are usually 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. This will also be done remotely under current circumstances.

Transition to a new school in Year 6

- Transition days are generally arranged for pupils with SEN depending on need. Under COVID 19 restrictions each secondary school has developed their own way of working.
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported in making 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 where appropriate, to ensure information received is informative, with questions being answered.
- Accompanied visits to other providers may be arranged as appropriate, depending on the secondary school's COVID 19 risk assessment.
- For pupils transferring to local schools, the SENCOs of both schools will 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 in a timely fashion once the new school calls and indicates that he/she is now on their role. Records will not be transferred until this is verified.

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 money is within schools budget to help support the needs of pupils with SEND. It is not specifically ring fenced.
3. For those pupils with the most complex needs, the school may be allocated additional top up funding from the Local Authority (through the EHCP process).

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 speak with 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 Head teacher.
- Should any parents have a complaint about the Head teacher, they should first make an informal approach to chair of the governing body (Mrs Jane Clark).
- 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 2020

References

The **SEND Code of Practice** (January 2015) 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