

Pupils with Special Educational Needs or Disability:

St. Johns School can offer you; -

- A friendly listening ear! You can talk to your child's class teacher or the SENCO about any concerns.
- A caring environment, where academic and social/emotional aspects of learning run hand in hand.
- Teaching staff who provide quality first teaching (recognised by OFSTED as being good to outstanding).
- Teaching staff with up to date training to meet the needs of individual pupils (we address the needs not the labels!) including Specialist Leads in Education for Literacy, Mathematics and Early Years.
- Access to other specialist services (such as Speech and Language, Health and Family Support Workers and Occupational Therapy).
- A designated SENTA (Special Educational Needs Teaching Assistant) with extensive training and a graduate specialising in speech and language needs, working with Early Years and Key Stage 1.

Mrs J. Haigh is St. John's Special Educational Needs Coordinator (or SENCO for short).

You can contact her through the school reception area or by telephone 01543 452197 ext. 203, or via email jhaigh@st-johns.walsall.sch.uk



Your Child's School Journey!

Some children will start Nursery already having a special need identified by parents or health workers. For some children, any special need or disability may not be so obvious. We have to remember that all children are unique and addressing individual needs is what St. John's is all about, making the school journey as smooth and seamless as possible!

In the classroom, we cater for all children using a variety of teaching styles and a range of visual, auditory and hands on equipment to aid learning. Your child does not need to be on the Special Educational Needs register to access personalised learning. We already make reasonable adjustments where necessary to cater for specific individuals. In school we have many programmes that can be accessed to boost learning and emotional resiliency of our SEN pupils including; -

- ❖ Easimaths (an online maths booster tool)
- ❖ Lexia (an online reading tool)
- ❖ A school 'Social Communications Group'
- ❖ 'Spellwise' Phonics Scheme
- ❖ Write From The Start and A Hand For Spelling (literacy)
- ❖ Precision teaching
- ❖ Friends Group
- ❖ Wishes And Feelings and bespoke mental health support

.....to name just a few of the programmes! (A list of all resources and interventions can be found on the 'Our School' page of the website).



St. Johns staff is always trying to keep abreast of new training to help and support our SEN pupils (which in turn helps all other pupils too). These include; -

- ❖ Dyslexia Friendly strategies
- ❖ Autism Awareness Training
- ❖ Big Maths (we are the national hub school for this programme)
- ❖ Accelerated Reading
- ❖ Reciprocal Reading
- ❖ Hearing Impaired Awareness Training
- ❖ Attachment Training/Emotion Coaching
- ❖ Behaviour Management Training
- ❖ Medical training (including Epipen, Asthma and Diabetes)

.....to name just a few! (A list of all training can be found on the 'Our School' page of the website).



*“What does a ‘typical’ journey for a child with special needs or a disability look like?
A whistle stop tour (although every case is unique) without the unnecessary jargon!”*

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|  | <p>How do we identify children with a Special Educational Need? You as a parent may have some concerns about milestones not being met, or the school staff may have concerns about levels not being achieved. This may be for a variety of reasons – concentration problems, sight or hearing issues, behavioural difficulties, physical development, fine motor control – the list is long!</p> |
|  | <p>First step is - we talk together! You come into school or your child’s teacher calls you in to discuss any concerns. This will serve as an information sharing process in a friendly environment. Nothing to worry about!</p> |
|  | <p>Observations will be carried out and where appropriate, some assessments will take place so that we have a clearer picture of your child. After parental discussion we decide together if any further action is necessary.</p> |
|  | <p>If we decide that more work is needed, a plan of action is put into place – resources are sorted, child’s needs are planned for within the classroom. The plan will be specific and will run for an agreed amount of weeks to see if there is any impact.</p> |
|  | <p>Review impact – has it worked? If yes, brilliant! If not, we discuss what else can be done. This may be in the form of an agreed intervention involving 1:1 work or small group work with adult support in class. A review date is agreed to measure impact.</p> |
|  | <p>Review impact – has it worked? If yes, brilliant! If not, we may wish to put your child on the Special Educational Needs register (SEN for short). This sounds daunting, but it isn’t. We set termly targets that are achievable and specific to enable your child to move forward. This may involve further in school support and specific programmes of work. We try to make it as much fun as possible and you will be involved with any decisions made.</p> |
|  | <p>Sometimes, we may have to call on other agencies to support the work we carry out with your child. This may be in the form of Health Services, Hearing or Vision Impairment Services, Speech and Language, Occupational Therapy, Educational Psychologists or Family Support Workers. They can offer help, advice and assessments to make targets more specific to the child’s needs. Once again, all this is carried out in consultation with you, the parents.</p> |
|  | <p>After a period of time, if we feel that your child is not making as much progress as we would have liked, in collaboration with the Educational Psychologist, we may have to apply for additional support in school. We will support parents through this process and Walsall’s ‘Information, Advice and Support Service (SEND) Or IASS(SEND)’ can be accessed independently to give impartial advice and information. https://www.wald.co.uk/kb5/walsall/asch/service.page?id=yj2W-cxJVEg</p> |

Throughout each step, your child is monitored and assessed to ensure that progress is being made and your child is happy. We do not sit them down and make them complete lots of tests...we make it fun and break it down into bite sized pieces! Depending on the age of your child, we use a variety of assessments to get an all round picture of developmental stages and progress. These are some of the tests that we use; -

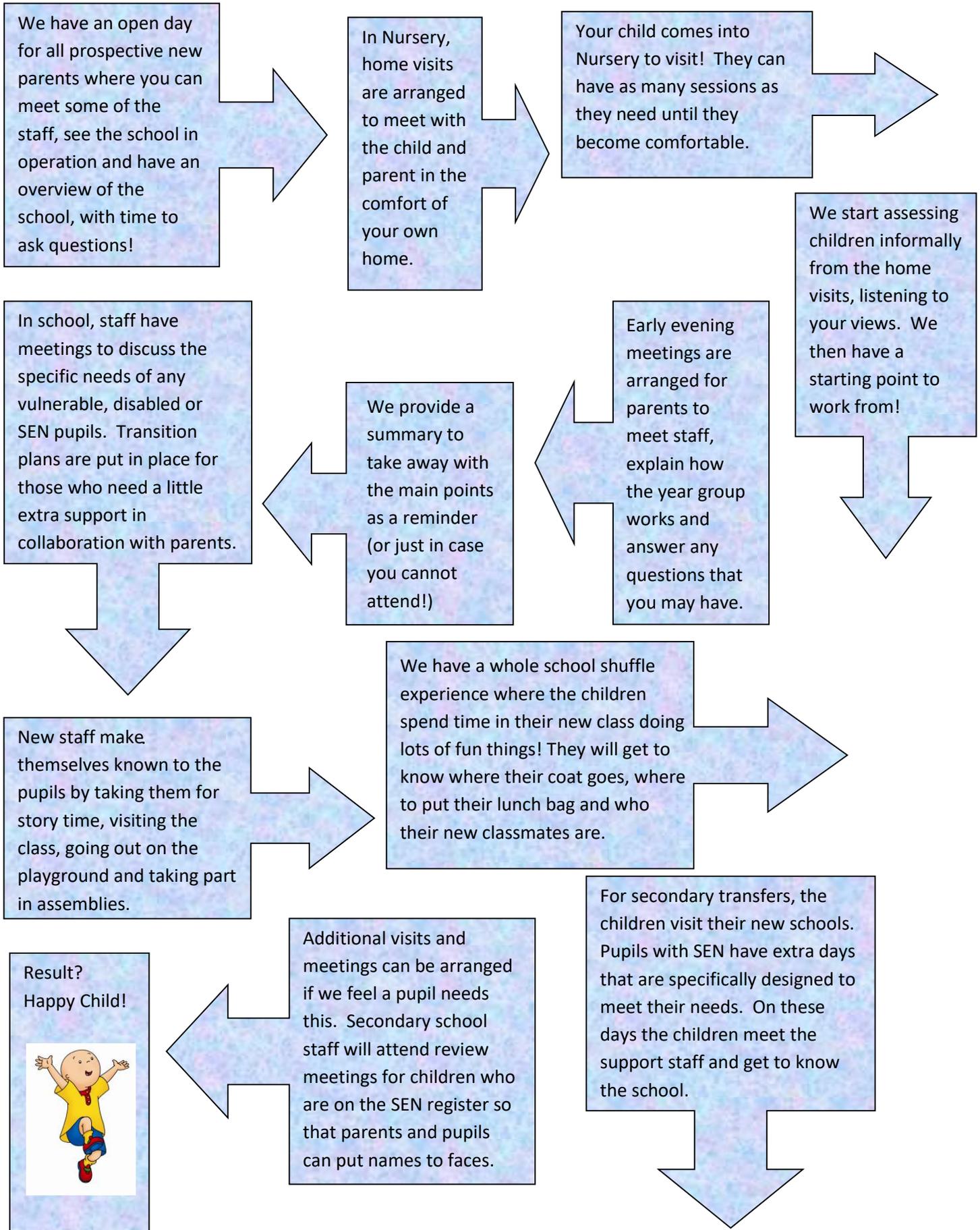
- ❖ Nursery Baseline – this assesses a variety of developmental miles stones.
- ❖ WELLCOMM – this is a speech and language assessment tool.
- ❖ RML phonics check – this tests how many phonic sounds the children know in isolation.
- ❖ High Frequency word check list – this is to see which of the most frequently used words your child can read with ease.
- ❖ Salford Reading Test – this gives us a reading age score.
- ❖ York Test – this assesses reading ability and comprehension.



Just like our newsletter implies, it’s a ‘Two Way Street’ and we do need you, the parents, to help us with our assessments!

Transition:

We know that some children find any kind of change rather upsetting. That is why we try to prepare them for every eventuality, especially when they are moving classes. These are some of the things that we do!



Complaints Procedure.

Obviously, we never want to get to this stage! That is why we have a 'Two Way Street' philosophy. However, there may be a time where you feel that you need to make a more formal complaint and we understand this. This can be found in section 3 of the Complaints Policy which is situated on the web site under 'Our School' section, then under 'School Policies'.

Information on Walsall's Local Offer can be obtained through the following channels; -

**Information for Parents and Carers can be found on the Walsall Council website -
To contact them:**

Telephone - 01922 652800

Website - <http://www.wald.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

In writing to:

Children's Services - Education
Walsall Council
Education Development Centre
Pelsall Lane
Rushall
Walsall
WS4 1NG