



**Named personnel with designated responsibility for SEND**

Academic year	SENCO	Designated Senior Person	Nominated Governor	Chair of Governor
2015 - 2016		Cathy Cowell	Fiona Dixon	Paul Richards
2016 - 2017	Rebecca Edmonds	Cathy Cowell	Fiona Dixon	Paul Richards
2017 - 2018	Rebecca Edmonds	Ian Doswell	Fiona Dixon	Paul Richards

**Report review dates**

Review Date	Changes Made	By whom
July 2017	No	Cathy Cowell
April 2018	Yes	Ian Doswell and Rebecca Edmonds

**Ratification by Governing Body**

Academic year	Date of ratification	Chair of governors
2016-2017	Pending	Paul Richards
2017-2018	Pending	Paul Richards

**Dates of training for this academic year 2017-2018:**

Dates	Course Title	Staff
11 <sup>th</sup> October 2017	SENCO Hub Meeting and Training	Rebecca Edmonds
15 <sup>th</sup> November 2017	IEP writing and SEN Provision at St John's	All staff
29 <sup>th</sup> November 2017	SEMH training (Diocese)	Alison Cranshaw
30 <sup>th</sup> November 2017	Learning Mentor Training	Juliet Blackall, Alison Cranshaw, Rebecca Edmonds, Sarah Tilling
10 <sup>th</sup> January 2018	SEN Update Training	All LSAs
1 <sup>st</sup> February 2018	Learning Mentor Training	Juliet Blackall, Alison Cranshaw, Rebecca Edmonds, Sarah Tilling
3 <sup>rd</sup> February 2018	SEN Updates and Smart Targets for IEPs	All teachers
12 <sup>th</sup> February 2018	Introduction to Attachment Training	All teachers
15 <sup>th</sup> March 2018	Learning Mentor Training	Juliet Blackall, Alison Cranshaw, Rebecca Edmonds, Sarah Tilling
23 <sup>rd</sup> April 2018	Developing SEN Learning Journals	All LSAs



# St John the Evangelist Church School

## Special Educational Needs and Disability (SEND)

### Information report 2017-2018



#### 1. What are Special Education Needs and Disability (SEND)?

Special Educational Needs (SEN) is a term used to refer to children who have a physical disability or learning disability that makes accessing the curriculum harder for them than other children of the same age. Children are identified as requiring Special Educational Needs support when their individual learning requires the school to provide special educational provision. The extra support is likely to be required for all of their time in school and may even last the entirety of their educational career.

'Special Educational Needs' could mean that a child has difficulties with:

- All of the work in school or some of the work in school
- Reading, writing or number work
- Memory and attention
- Delayed speech, expressing themselves, or understanding what others are saying
- Low self-esteem, emotional resilience, presenting as withdrawn, or lacking motivation
- Behaving at school and relating to others
- Sensory or physical needs, which may affect them in school. This may include hearing impairment, visual impairment, both separately or combined, and may include medical or physical problems that make it more challenging for the child to access learning in school.

Our current Special Educational Needs and Disability (SEND) profile for the academic year 2017-2018 shows that children attending St John's from Reception to Year 6 have been identified as requiring Special Educational Needs (SEN) support in the following areas. The percentages are measured out of the total number of children currently in receipt of either targeted support or specialist support:

40 %	linked to	Cognition and Learning	(10/25children)
20 %	linked to	Communication and Interaction	(5/25children)
20 %	linked to	Physical or medical	(5/25children)
12 %	linked to	Social, Mental or Emotional Health	(3/25children)
8 %	linked to	Sensory	(2/25children)

#### 2. What are our aims for SEND at St John's Church School?

At St John's church School our aim is to ensure that all children have access to an enriching curriculum that is broad, balanced, differentiated, relevant and appropriate to the developmental needs of the learner. The curriculum is delivered in an atmosphere of encouragement, acceptance and respect for the individual, underpinned by the school's Christian values. We endeavour to ensure that all pupils are happy and secure in an environment that preserves and enhances self esteem and personal development. Our approach to inclusion champions all additional needs which are described in the Special Education Needs Code of Practice;

- ✚ Communication and Interaction
- ✚ Cognition and Learning
- ✚ Social, Mental and emotional Health
- ✚ Sensory/Physical

We foster effective partnerships with parents and carers that will enhance and support children's progress. We also value the views and wishes of the children, in a manner that is age appropriate and takes their views into account when we are planning provision.

**3. How can I let school know that I am concerned about my child's learning, special educational needs or disability?**

- If you have concerns about your child you should speak to your child's class teacher initially. It is likely that the class teacher will have discussed your concerns with the teacher in charge of SEND (the SENCO) - Mrs Rebecca Edmonds, or the Head teacher - Mr Ian Doswell.
- If you are not happy that your concerns are being managed and that your child is still not making progress in school you should speak to Mrs Edmonds or Mr Doswell and arrange a meeting with them. You can do this by calling the school on 01275 873417 or email office@stje.bwmat.org .  
As a last resort you may wish to speak to the Link SEND Governor Mrs Dixon

**4. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**

- Your child's class teacher may initially speak to you at the beginning or end of a normal school day and arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.
- The SENCO may contact you and arrange a meeting to discuss your child's difficulties with learning and possible support strategies the school might be considering.
- During these meetings school will listen to any concerns you may have too and plan any additional support your child may receive. We will also discuss with you any referrals to outside professionals to support your child's learning.

**5. How is extra support allocated to children?**

- St John's Church School receives funding from the Educational Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN or disabilities.
- The Head teacher, in consultation with the school governors and the Bath and Wells Multi Academy Trust (BWMAAT), decide the budget for SEN provision on the basis of the needs of the children in the school.
- The Head teacher and the SENCO discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. They will discuss the children already receiving extra support, the children needing extra support and the children who have been identified as not making as much progress as would be expected.
- All resources/training and support are reviewed regularly to ensure the best possible support is provided to those children who require additional support to learn.

**6. Who are the other people providing services to children with SEND in this school?**

Directly funded by the school

- Three learning mentors
- Highly trained intervention Learning Support Assistants
- One to one Teaching Assistants for pupils who have an Education Healthcare plan (EHC)
- A 'Mindfulness' therapist who attends the school one day per week.

## Outside Professionals that the school can access by 'buying in' to their provision

- Educational Psychology Service (EPS)
- Speech and Language Therapy (SALT)
- Vulnerable Learners Service (VLS)

## **7. What are the kinds of Special Educational Needs for which St John's Church School makes provision?**

- We can make provision of every kind of frequently occurring special educational need. This includes dyspraxia, dyslexia, language and communication needs, autism, Asperger's syndrome, ADHD, moderate learning difficulties or mental health difficulties.
- There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.
- The school also currently meets the needs of students with an Educational Healthcare Plan (EHC Plan) with the following kinds of special educational need:
  - ✚ Language and communication needs
  - ✚ Cognition and learning needs
  - ✚ Social, emotional and mental health needs
  - ✚ Physical and sensory needs

## **8. What additional support for learning is available for pupils with special educational needs?**

- At St John the Evangelist Church School we have a three tiered approach to supporting children's learning:
  - ✚ Universal Support  
At Universal level, we use our notional SEN funding – money we receive as part of our budget – to provide quality first teaching, which may include some very minor adaptations to match learning needs.
  - ✚ Targeted Support  
We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or *reduce* any obstacle to your child's learning, or to help them catch up when they have fallen behind their peers. This takes the form of a graduated four part approach of –
    - *Assessing* your child's needs
    - *Planning* the most effective and appropriate short term intervention
    - *Providing* this intervention
    - *Reviewing* the impact on your child's progress towards individual learning outcomes.Such specific targeted one to one or small group interventions may be run outside of the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.
  - ✚ Specialist Support  
We provide specialist support when we consider it necessary to seek specialist advice and/or regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes. This is detailed in section 21 of this document.

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### **9. What is an EHC Plan , and who can request on for my child?**

- An EHC Plan is a legal document that sets out the specifically assessed learning needs of a student with complex learning needs, along with outcomes to secure provision across education, health and social care through targeted and specialist teaching strategies and interventions.
- The plan contains:
  - The views and aspirations of you and your child
  - A full description of her/his special educational needs, along with any health and social care needs
  - Outcomes for your child's progress
  - Provision and support required to achieve outcomes, and how education, health and social care will work together to meet your child's needs
- An EHC Plan can be requested by any number of people, including:
  - You as a parent or carer
  - Your child – (where appropriate and aged 16 or over)
  - The SENCO
  - The Head Teacher
  - Health or social care professionals

### **10. How does St John the Evangelist Church School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?**

- At St John's we believe your child's learning needs will be first met through the high quality teaching delivered by her/his class teacher. The SENCO's job is to support the class teacher in planning for the children with SEND.
- We regularly review our school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the BWMAT and North Somerset Local Authority, as well as accessing private providers where appropriate.
- Individual training can also be accessed where necessary.

### **11. How will the curriculum and learning environment be adapted for my child with SEND?**

- At St John the Evangelist Church School we believe that your child's learning needs will first be met the high quality teaching delivered by her/his class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children.
- Class teachers adapt lesson planning and teaching on a daily basis if needed, to match to your child's special educational needs and/or disability.
- Specially trained support staff can adapt or modify the teacher's planning to support the needs of your child where necessary.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. For example, we provide laptops for pupils who are unable to write due to physical disabilities or those with illegible handwriting.
- Specialist advice is sought for children who make little or no progress in spite of differentiated and targeted work. For children with an Educational Health and Care Plan (EHC Plan) we follow the advice and strategies described in these documents.
- We regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible. The Accessibility Plan can be found on the school's website:  
<http://stjohnevangelistbwmata.org/key-information/policies/local-policies>

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### **12. How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by her/his class teacher.
- Her/his progress is reviewed formally every term and a score is given in reading, writing and mathematics.
- If your child is in Year 1 or above, but not yet working at ARE (Age Related Expectations), a more sensitive assessment tools is used which shows their progress and achievement in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using SATs (Standard Assessment Tests). This is something the government requires all schools to do and Year 6 results are published nationally.
- Children at School Support will have an IEP (Individual Education Plan) which will be reviewed annually with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress with any individual work and in any group in which they take part.

### **13. What support do we have for you as a parent/carer of a child with SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEPs (Individual Education Plans) will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- The SENCO may also support you with strategies, resources and ideas for supporting your child's learning at home.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful to you and your child.
- Parents are informed and actively encouraged to support shared goals at home.
- We sometimes run parent/carer events (such as coffee morning and work shops) in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- Access to parent groups is also sought from professionals involved with your child, e.g. Speech and Language Services.

### **14. What support is there for my child's overall well-being?**

- At St John the Evangelist Church School we believe that the happiness and well-being of all of our pupils is paramount. All members of staff take this aspect of school life very seriously.
- We underpin everything we do with our Christian vision and values and through the special Christian ethos that exists in our school.
- We understand how important emotional well-being is for learning. An important part of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation that adults have with children.
- We cover aspects of emotional well-being through our acts of daily worship, class PSHE work and in other areas of the curriculum where relevant.
- Three members of staff are identified as learning mentors and have been trained in aspects of social and emotional health and well-being.
- We employ a Mindfulness therapist who attends school weekly and works with children identified as needing specialist support to assist with their social and emotional well-being.

- We are an inclusive school. We welcome and celebrate diversity and difference. The staff believe that high self esteem is crucial to a child's well being. We have an extremely caring and understanding team who look after and nurture our children.
- For some pupils with the most need for help in this area, we are also able to provide the following:
  - Time out space for identified pupils to use when upset or agitated.
  - Mentor time with the Learning Mentors.
  - Access to therapy – through Mindfulness and other professionals where possible.
- If you have any concerns over your child's happiness and well-being your first point of contact would be your child's class teacher. They have overall responsibility for the pastoral, medical and social welfare of every child in their class during their time in school.
- If further support is required, the class teacher will liaise with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

### **15. How does the school manage the administration of medicines?**

- The school's policy regarding the administration and management of medication can be found on the school website, as part of our Health and Safety Policy.  
<http://stjohnnevangelistbwmat.org/key-information/policies/local-policies/>
- Parents need to contact the school office if medication needs to be taken during the school day. This needs to be on the advice of a medical professional and should be accompanied by a letter or formal request from the child's doctor.
- On a day to day basis the office staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.

### **16. How is St John the Evangelist Church School accessible to children with SEND?**

- We are an inclusive school and committed to providing equal opportunities for all children.
- The building is accessible to children with disabilities. The school occupies the ground floor level and all classrooms have doors facing onto the outside of the building, as well as internal doors. All children will have an assessment upon entry to the school.
- The acoustics in the teaching areas have been approved to meet BS93 standards.
- The lighting in the teaching areas have been approved to meet BS90 standards.
- We ensure teaching resources and equipment used are accessible to all children regardless of their needs.
- Where external advisors recommend the use of equipment or facilities which the school does not have, we will seek to fund it through the local authority or purchase it using the notional SEN funding.
- When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- After school and extra provision, as well as educational and residential trips, are accessible to all children including those with SEND. We will provide the necessary support to ensure that this is successful and will liaise with parents/carers as necessary.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities, which cover the same curriculum areas, will be provided by the school.

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**17. How will we support your child when they are leaving this school, or moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and, therefore, take steps to ensure that any transition is as smooth as possible. In all situations, we work closely with parents/carers and the other setting before the child transfers to us/from us in order to make the transfer as seamless as possible so that all staff are aware of individual pupil needs, learning progress and best support strategies.

- If your child is moving to another school:
  - We contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
  - We make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information is passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher
  - Children who find change challenging meet their new teachers in advance, where possible, and will explore their new learning environment in the month of July. These children will also receive a transition booklet that they can complete at home over the summer, reinforcing the changes but, importantly, thinking about what remains the same.
  - If your child would be helped by other resources to support them in understanding moving on then these will be provided for them, wherever possible.
- In Year 6:
  - Staff from the secondary school attend St John's to meet the children and discuss the individual needs of the children with our staff.
  - Children's plans, such as IEPs (Individual Education Plans) and PSPs (Personal Support Plans) are shared between schools.
  - Where a child is in receipt of and EHC Plan (Education Health Care Plan) a special meeting will be held between both schools.
  - Our children attend a transition day at secondary school where they begin to get to know the staff and the school environment.
  - For children with specific needs, extra transitions days are provided if this is felt necessary and useful for the child.
  - 
  - St John's runs a "Moving On, Moving Up" programme, which is a series of lessons designed to support all children's transition to secondary school.

**18. How will my child be able to contribute their views?**

- At St John the Evangelist Church School we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School council, which has an open forum for any viewpoints or issues to be raised.
- Children who have IEPs (Individual Education Plans) complete Pupil Passports with the teacher where pupils can share their views before the targets are reviewed and new targets are decided.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress the child.

**19. What support is there for behaviour, avoiding exclusion and increasing attendance?**



- As a school we have a very positive approach to all types of behaviour, with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties a PSP (Pastoral Support Plan) is written in consultation with the child, the parents and the class teacher to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, our rate of exclusions is currently **0**.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, by completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the office team. Lateness and absence are recorded and reported upon to the Head Teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. Regular communication is put in place for all families who struggle to get their children to school on time or where attendance is particularly low. Attendance surgeries are held with families who are causing concern. If attendance is persistently low then the Education Welfare Officer will become involved.
- Our current target for attendance is **97%+**

## ***20. How are the school's resources allocated and matched to children's SEND needs?***

- We ensure that all children who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a team of LSAs (Learning Support Assistants) who deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the highest level and most complex needs are given the most support, often involving a one to one LSA.

## ***21. What specialist services and expertise are available at/or accessed by the school?***

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school, including:

- |                                   |                                      |  |
|-----------------------------------|--------------------------------------|--|
| ❖ Educational Psychologists       | ❖ Hearing and Visual Impairment Team | ❖ Autism Team                                      |
| ❖ Behaviour Support Team          | ❖ Social Care                        | ❖ Health: Clinical Psychologists                   |
| ❖ Health: GPs                     | ❖ Health: School Nursing Team        | ❖ Health: Physiotherapists                         |
| ❖ Health: Paediatricians          | ❖ Health: Speech and Language        | ❖ Health: (CAMHS) Children's Mental Health Service |
| ❖ Health: Occupational Therapists |                                      |  |

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## **22. What provision will my child have access to?**

At St John the Evangelist Church School we offer a range of interventions. The class teacher and SENCO work together to decide what provision is most appropriate for your child. This might include:

- Talk Boost
- One to one phonics booster/small group phonics booster
- Nesy Reading / Spelling intervention
- Catch Up Numeracy
- Catch Up Literacy
- Mindfulness

## **23. Who can I contact if I have a complaint about SEN provision made for my child?**

- Initially speak with your child's class teacher and/or the SENCO. Hopefully, they will be able to address your concerns.
- You can then contact the Head teacher, who may direct you to the school's Complaints Policy and Procedure.

## **24. Who can I contact outside of the school for impartial advice about special educational needs?**

### **SEN Officer (Annette Milburn)**

Address: Town Hall, Walliscote Road, Weston super Mare. Tel: 01275 884428

### **Vulnerable Learners Service**

Address: Town Hall, Walliscote Road, Weston super Mare. Tel: 01275 884428

### **Speech and Language Therapy**

Address: Drove House, Drove Road. Weston super Mare. Tel: 01934 881306

### **Community Paediatrician**

Address: Drove House, Drove Road. Weston super Mare. Tel: 01934 881340

### **Physiotherapy Department**

Address: Drove House, Drove Road. Weston super Mare. Tel: 01934 624799

### **Occupational Therapy**

Address: The Barn, Great western Road. Clevedon. Tel: 01934 426622

## **25. Where can I find information about the local offer of the Local Authority, North Somerset?**

- The Local Authority's local offer is published here:  
<https://www.n-somerset.gov.uk/my-services/children-young-people-families/local-offer-and-early-help/local-offer/>
- Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

## Parent Guide to St John the Evangelist Church School Interventions

