

St. John's C of E Primary School



SEND Information Report 2024 - 2025

Our Vision

Learn Together • Achieve Together • Celebrate Together
“And let your light shine” Matthew 5:16

Our Mission Statement

To enable all children to achieve their true potential in a caring and inclusive community based on Christian values.

Our Values

Respect • Responsibility • Kindness • Truthfulness • Perseverance

St. John's C of E Primary School

Introduction

- In all that we do we will reflect the **core values** of the school: *Truthfulness, Perseverance, Respect, Responsibility and Kindness*
- We strive for high quality **teaching and learning** through which each child can develop a life-long love of learning and achieve their full potential
- We foster **respect** for each other's feelings, opinions and property and encourage cooperation, helpfulness and kindness at work and play
- We encourage our children to develop a **positive and responsible attitude** to both work and behaviour
- We **value ourselves and celebrate** every member of our community, respecting their individuality
- We develop positive links between home, school, governors, the church and the **wider community** in order to support the children's learning

1) Aims of our provision in regard to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement

<https://www.gov.uk/government/collections/national-curriculum>

• To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adapted curriculum, to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, emotional and mental health,
4. Sensory/physical.

• To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.

• To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

• To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs or a disability (SEND)?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

- Special Educational Needs: 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
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEND) for which provision is made at the school

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our 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 SEND 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 SEND 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 for consultation. At St John’s the responsibility for responding to this consultation has been delegated to the Head teacher and the SENCo. The local authority will consider the school’s 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 (personal budget).
- 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.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.

- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is Mrs Sarah Clemence and whose contact details are senco@st-johns-danbury-essex.sch.uk
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is adapted 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:
 - a. classroom observation by the senior leadership team, the SENCo and external verifiers,
 - b. ongoing assessment of progress made by pupils with SEND through One Planning and school systems,
 - c. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 - d. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 - e. pupil and parent feedback on the quality and effectiveness of interventions provided,
 - f. attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids, physical adaptations to the environment or access to technology) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum and school life.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the teacher, SENCo and a member(s) of the Senior Leadership Team.
- Additional action to increase the rate of progress will be then identified and recorded. This will include a review of the impact of the adapted/personalised teaching being provided to the child, and if required, a review of provision to the teacher of additional strategies to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
- Action relating to SEND support will follow an assess, plan, do and review model:

- a. Assess: Data on the pupil held by the school will be collated by the class teacher, SENCo and Member of the SLT in order to make an accurate assessment of the pupil's needs. Parents will be part of this early discussion to support the identification of action to improve outcomes.
- b. 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.
- c. Do: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include ambitious 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.
- d. Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice may 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:

- a. Local Authority Support Services - Educational Psychologists, Inclusion Partners
- b. Specialists in other schools e.g. teaching schools, special schools
- c. Social Services
- d. Health partners such as School Nurse, ECFWS (Essex Child and Family Wellbeing Service), or CAMHS

N.B. For a very small percentage of pupils, whose needs are significant and complex, and the SEND 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 plan (EHCP) being provided.

7) How will pupils be involved in decisions regarding provision that can better meet their needs?

Pupils are encouraged to take an active part in reviews. Their views are sought at every stage of the assess, plan, do, review cycle and where possible, provision will be personalised to their interests and long-term aspirations.

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

- Teachers plan using pupils' achievement levels and adapt 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 and all school experiences 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. Actions taken by the class teacher will be recorded and shared with parents.

9) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents through termly One Plan reviews but also through the school reporting system.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- 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. Please contact the school office who will arrange this appointment for you. The contact number is 01245 222173

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

The school website includes links to other websites and resources that we have found useful in supporting parents to help their child develop at home, as well as information about support services for families of children with SEND. It can be found at: <https://www.st-johns-danbury.essex.sch.uk>. In addition, the school newsletter includes information about local learning opportunities, recreation opportunities and workshops for parents. Sometimes support for specific groups of children, e.g. transition to secondary school or support for children with autism, will be offered directly to relevant families.

- 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, on our website and on the school Instagram page. Parent workshops aim to provide useful opportunities for parents to learn more about how to support your child's learning and to make links with other families.
- 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.

11) How will the school evaluate the effectiveness of the SEND provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of teachers, parents and pupils on how successful the provision has been in enabling them to attain their outcomes. This is recorded on One Plan paperwork using review comments and a traffic light system to indicate progress (RAG rating). Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same prior learning level. For some children, additional standardised assessments will be completed to gain further evidence of their progress and areas of development/difficulty. These assessments may be completed by classroom staff, the SENCo or external professionals upon request. Anonymised data will be shared termly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children's overall wellbeing?

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

- An evaluated Relationships, Sex and Health Education (RSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing. Please visit our website to see the topics that are included within this area of the curriculum.
- A dedicated Wellbeing Mentor, who leads targeted small group and evidence-led interventions to support pupil's wellbeing as well as more individual support for pupils where needed. She provides support for pupils when experiencing social, emotional or mental health challenges such as separation anxiety, generalised anxiety, friendship difficulties etc. In consultation with the SENCo and Senior Leadership Team, The Wellbeing Mentor is also able to help families seeking advice about accessing more specialist services such as bereavement counselling, young carers and

Essex Children and Families Services. The content of wellbeing sessions remains confidential unless there is a safeguarding concern. Any other information is shared with relevant staff or parents following discussion and permission from the pupil.

- Dedicated speech and language provision which provides small group and one-to-one evidence led interventions. Whilst developing pupil's speech, language and communication needs these interventions also support improved social interaction skills, emotional resilience and wellbeing.
- Access to a qualified counsellor, through the Brentwood Catholic Children's Society (BCCS), one afternoon per week providing individual counselling sessions. The counsellor is also able to offer small group interventions focusing on self-esteem and anxiety where there is a need identified by the SENCo.
- The SENCo, is a good point of contact for parents who have concerns about their child's wellbeing and can direct parents to more specialist services if required.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' wellbeing and mental health.
- When possible, St John's organises for students studying counselling (and those shortly to qualify) to provide free counselling support for parents in school.

13) Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with health professionals (such as the school nurse, community nursing team, or the hospital leading in the child's medical care), parents and school. This Care Plan will be updated and reviewed as a child's needs change, but annually as a minimum requirement.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school or community 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 Administering Medicines Policy.

14) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above. The list is not exhaustive and liable to change as families increasingly seek private assessments with a range of professionals. We undertake to liaise and work collaboratively with all specialist support providers.

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

Training has been provided to staff on a range of subject areas including:

- The Essex Trauma Perceptive Practice approach (})
- The Essex Ordinarily Available document
- How to support pupils with literacy difficulties including AFALS assessment and Precision Teaching
- How to support pupils on the autistic spectrum and Zones of Regulation as a whole school approach

- How to support pupils with social, emotional and mental health needs, including the 6 Core Strengths assessment
- How to support pupils with speech, language and communication difficulties, including selective mutism
- ELKLAN Speech and Language Courses and Talk Boost training
- EPS Maths Intervention training

Enhanced training has been provided to the SENCo via:

- Attendance at the termly SENCo Update with the 7 Spires local group.
- The school has regular contact with a Specialist Teacher for physical and neurological impairment, an Educational Psychologist, an Inclusion Partner and an Engagement Facilitator who provide advice to staff and support the success and progress of individual pupils.

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16) 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. As an inclusive school, we recognise that participation may not look the same for every child, however we work hard to prioritise the views of the child and their families when planning support and making adaptations.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity, however, to ensure pupil safety there are rare occasions when we request parents attend.

17) How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spot re-marked and located next to the school reception.
- Ramps have replaced steps into school from the playground to ensure the site is accessible to all.
- One toilet has been adapted with a grip rail to ensure accessibility for pupils with a disability or requiring intimate care.
- A medical room continues to be provided in order to enable a safe place for medical interventions.

Our Accessibility Plan describes the actions the school has taken (and plans to take) to increase access to the environment, the curriculum and to printed information, for visitors, staff, pupils and their families.

18) 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 pupils' transition. These include:

On entry (Reception year):

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- 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.
- 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. Reception class teacher(s) and the-SENCo visit local pre-schools to meet children prior to entry and liaise with staff.

- *If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.*

Transition to the next school:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and are personalised based on the individual child's needs. Examples of additional arrangements may include, additional visits to the school, familiarisation with timetables and navigating around school buildings, or opportunities to meet with key staff members or peer mentors.
- The annual review in Year 5 for pupils with an EHCP 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 provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs or associated personnel of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition. Where possible staff members from the new school will also be invited to attend the final One Plan meeting for the child to aid transition and provision planning (Summer Term for children in Year 6).
- Both electronic and paper records of pupils will be transferred to their new school once the child has been enrolled at their new school. 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.

19) 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 Authorities High Needs SEND Funding allocation.
 4. In a limited number of cases when a child moves to St John's from another school/setting, the school may receive IPRA funding to aid the transition.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 1. Targeted adaptation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.)
 2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation etc)
 3. Out of class support (relationship building, social or emotional skill development etc)

4. Small group tuition to enable catch up (subject based, or targeted at an additional need)
5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological or emotional needs etc)
6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
7. Partnership working with other settings (shared resources e.g. shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
8. Access to targeted before/after school or lunchtime clubs (e.g. homework club, Chat & Doodle club)
9. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
10. Access to support from in-school sources e.g. learning mentors (peer or adult), or from charities (e.g. Barnardos, YoYo bereavement project, Young Carer's) and community sources (e.g. Youth and Church groups)
11. Implementation of strategies from support agencies e.g. Educational Psychology, Counselling Services

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, SENCo or a member of the Senior Leadership Team.

20) How is the decision made about how much support each child will receive?

- For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent. This will also be reviewed and discussed during termly Pupil Progress Meetings.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

21) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents' evenings or SEND One Plan Meetings,
- meetings with support and external agencies.

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

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SENCo,

- The Headteacher,

For complaints, please follow the complaints policy.

23) Support services for parents of pupils with SEND include:

- SEND Information, Advice and Support Essex (SEND IAS Essex) offers independent advice and support to parents and carers of all children and young people with SEND and will <https://www.essexsendiass.co.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.
- Further information can also be found in the SEND area of the school's website: <https://www.st-johns-danbury.essex.sch.uk> and on the Essex Local Offer website: <https://send.essex.gov.uk/contacts/raising-concern-or-complaint>

24) Information on where the Local Authority's Local Offer can be found.

The Local Offer gives information about support available in Essex for children and young people aged between 0 to 25, with Special Needs and Disabilities (SEND).

You can use the Local Offer to:

- understand what to do if you're new to SEND;
- browse for local support such as support groups, fun activities or specialist healthcare;
- find out what to do in a complex situation, for example if you need to appeal a decision;
- get advice for young adults with SEND, such as housing and employment support.

The Essex Local offer can be accessed using: www.essexlocaloffer.org.uk

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

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>

Local Offer: Framework and Guidance.

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