

## St John's Primary School and Nursery

### Statement on Provision for Special Educational Needs and Disability

#### Summary

All classes throughout the school have quality first teaching which can meet the needs of children with Special Educational Needs. Additionally, each class has the support of a classroom-based teaching assistant during morning sessions. Teaching assistants who work in the afternoon deliver interventions in the form of small group, paired or individual support for SEND and Pupil Premium pupils.

The school building is wheelchair accessible and has two disabled toilets.

There is an onsite Children's Centre externally run by Barnado's.

#### Relevant legislation and policies

As a school, we are aware of and compliant with:

- Children and Families Act 2014 (section 69)
- Special Educational Needs and Disability Regulations 2014 (regulation 51 and schedule 1)
- Special Educational Needs Code of Practice 0-25 years (section 6)
- Policies on SEND, Safeguarding, Behaviour, Assessment, Accessibility and Equality and Diversity can be read on the school website (hard copies are available on request)

#### Range of provision

##### What are our areas of strength?

The school has made significant developments to its SEND provision over time. We are able to provide support for pupils with Learning and Understanding needs; Speech and Language difficulties; Communication and Interaction needs; Sensory and Physical difficulties and pupils with Social, Emotional or Mental Health needs. Where these needs are significant, we are advised and supported by specialist agencies in Health, Education and Social Care.

St John's has a strong ethos of nurture and care. Since January 2017, the school has been able to offer Nurture provision for four afternoons per week to small groups of pupils who have particular needs in areas of attachment or social and emotional development. This provision is managed by staff who have completed Nurture Group Network training and is overseen by the SENDCo, who holds Nurture Group Network accreditation.

We have established very good relationships with our parents and carers and the outside agencies that we work closely with. We involve parents and carers fully in discussions regarding their child's Special Educational Needs and value their input when considering specific support for their child.

All children's progress is tracked half-termly and then appropriate support or intervention is put in place for children of all abilities.

All of our teachers know their class well, not just in terms of individual children's personality but in terms of where they need to get to and how they can modify their teaching, classroom support and the classroom environment to suit pupils' individual needs. All classrooms use communication-friendly signs, labels and timetables with visual prompts and pictures to ensure that routines, resources, equipment and key areas of the environment are known and accessible to all children. In addition to learning materials provided by the class teacher, individual children with SEND have available for their use a range of support materials and equipment (some of which is provided by external agencies) to help them to fully access their learning; this includes individually prepared folders which include items such as timers, reading rulers, pencil grips, word lists, number lines and squares, feelings indicators, sensory and fiddle aids and organisational frames. A small number of individuals with SEND use child-specific resources upon the recommendation of external professional agencies.

Teachers and the SENDCo have a good understanding of the needs of pupils with SEND; this means that lessons are inclusive, adapted to consider individual needs, and enable children with Special Educational Needs to access the curriculum. Many of our teachers have good levels of understanding and experience of supporting children with a range of Special Educational Needs. This includes awareness training in: Autism, ADHD, Dyslexia, Dyscalculia, Emotional Needs, Nurture, Attachment Needs and Working Memory Difficulties.

We are lucky that our teaching assistants have accessed a wide range of training to enable them to deliver a broad spectrum of support and intervention for learning in: phonics and spelling, reading, writing and numeracy; speech and language development, fine motor and coordination development, social and emotional needs and nurture.

We regularly audit, review and put in place training and INSET for our school staff so that we can maintain effective and relevant support for pupils with a range of Special Educational Needs.

All support is logged and reviewed for effectiveness at the end of a six-week period. Targets for future support are then set using information gathered at this review point following an Assess – Plan – Do – Review model.

Our SENDCo has many years of experience of teaching pupils with Special Educational Needs and good knowledge of a broad range of special needs. She holds a qualification for Special Educational Needs Leadership in mainstream schools. Additionally, she has qualifications in, and a good understanding of, teaching children with specific learning difficulties, as well as accreditation for leading Nurture. Our SENDCo attends network meetings and SEND conferences within the authority so that, as a school, we remain up-to-date with developments in Special Educational Needs.

## **What Specialist Facilities do we have?**

St John's has wheelchair access and two disabled toilets. We currently do not have any specialist facilities. However, we do liaise with external agencies regarding any specialist provision that may be required such as for children with visual impairment, sensory, medical or physical needs.

## **How do external agencies support us?**

We currently work with the following external agencies and support services:

STS – Specialist teaching Service for Vulnerable learners

Educational Psychology Team

CAMHS- Child and Adolescent mental health Service

IDS- Integrated Disability Service (for Autism, physical, hearing impairment and visual needs)

OT- Occupational Therapy

Physiotherapy Service

Speech and Language Service

Snowford Grange Counselling Service

COMPASS Warwickshire School Health and Well-being Service

SEND Assessment and Review team

EMTAS- Ethnic Minority Traveller Achievement Service

Early Help Team - previously Common Assessment Framework (CAF)

MASH service – Multi Agency Safeguarding Hub

Involvement from these services takes many different forms including staff training and clinics, assessment, advice, resources, monitoring and direct support for individuals with SEND.

## **Before and After School Club**

Our Before and After School Club is fully inclusive and responsive to the needs of individual pupils, including those with SEND. They were inspected in July 2017 and achieved a grade of good. The staff liaise regularly with class teachers and adapt provision accordingly to meet the needs of children with Special Educational Needs.

## **Inclusion**

### **How do we promote inclusion?**

We have a named SENDCo and Inclusion Leader: this is Mrs Andrea Eastham.

She can be contacted at school on 01926 854450 or mailed at **eastham.a@welearn365.com**.

Our Inclusion Policy is updated annually and this is available on our website and in hard copy form if requested.

We work in close partnership with our parents and carers to ensure that good relationships are formed and maintained. We involve children in their target setting and reviews; we listen to and value their input into conversations about how they are supported for their Special Educational Needs. We actively seek, listen to and follow the advice and recommendations of a range of professionals to ensure that we make appropriate adaptations to teaching style, lesson content and learning environment.

All pupils with SEND are able to fully access the curriculum and all aspects of school life including school visits, peripatetic music lessons and lunchtime or after school clubs.

### **Children with Medical Conditions or Needs**

At St John's, we are aware of all of our pupils who have a medical condition or additional medical need. We ensure that all pupils are able to fully access the curriculum and provide any support that is required so that pupils with medical needs can enjoy the same opportunities in school as any other child. Parents share relevant medical information with us and a register of pupils is kept centrally. We liaise with professionals from health services to ensure that medical information is kept up-to-date and ensure that, for those pupils who need one, a Health Care Plan is implemented.

In addition to this, important information regarding individuals' medical needs is displayed in the staff room and copies of this information stored in other key areas of the school so that it is accessible to all staff. All class teachers and support staff are aware of any pupils in their class who have a medical condition or need and any actions that must be taken should the need arise. Individual pupils are also issued with a medical bag which contains their personal medical items such as inhaler or epipen; this bag remains fully accessible for the child at play time, during lessons in other parts of the school (for example PE) and on trips.

### **What Pastoral Care do we provide?**

St John's prides itself on being a nurturing and caring school; this is a real strength of ours. Pupil wellbeing and safeguarding is central to our setting and all pupils are taught Protective Behaviour following the Taking Care programme.

We listen carefully to our pupils and parents & carers and shape additional support in response to this. We provide specific support and intervention for children who are struggling socially and emotionally; this includes Social Skills groups, Understanding and managing emotions, Finding solutions to our problems, and Exploring Feelings of anger or anxiety.

In addition to this range of support St John's uses a One to One Counselling service for children who have a very high level of emotional need.

We put in place additional support for pupils who find transitions difficult. For individual children who find the transition to and from school hard; we make specific Meet and Greet arrangements for the start and end of the school day.

As well as offering Nurture provision, we run a daily lunchtime club which has the particular focus of developing emotional well-being and supporting social development. This has been particularly beneficial for children who are finding the playground setting overwhelming during an entire lunch break. It is also a lovely environment for nurturing social interaction and inclusion as well as providing a range of fun activities.

We have staff trained in Team Teach methods so that, in the very rare event that we do need to handle a child to keep themselves and others safe, we can do so appropriately and safely.

## **Parental involvement and support**

### **How do we involve parents & carers?**

St. John's places great emphasis on liaison and full consultation with parents & carers of all children, including those children with SEND. Parents are informed if their child is placed on the SEND register or are receiving additional support and are encouraged to be fully involved in helping to shape the support that their child receives.

In addition to Parents' Evenings which are held twice a year, parents of children with Special Educational Needs are invited to individual meetings with our SENDCO or target review meetings three times a year to discuss their child's progress against specific goals and to input into new target setting which will shape support and focus areas for development for their child over the next term.

For children who have specific targets for behaviour or social skills development, progress can be shared daily in the form of a Home School liaison book, behaviour diary or sticker chart. For some children, weekly progress meetings with parents and the class teacher or SENDCO may be put in place or correspondence made via email or a telephone call home.

Teachers are readily available to discuss any particular matters of concern with parents and provide regular feedback regarding their child's special educational needs.

A member of the senior leadership team, including the SENDCO on Monday, Tuesday and Wednesday, is available on the playground every morning to discuss and feedback to the class teacher any particular and immediate concerns raised by parents & carers.

Teachers are available after school and/ or parents can telephone school to make an appointment for matters that they wish to discuss in more depth.

Staff ensure that they contact parents promptly to discuss concerns that arise regarding their child's progress or well-being.

The SENDCO can also be contacted at any point by parents who wish to discuss their child's Special Educational Needs or their support for SEND in more depth.

Teachers and the SENDCO also give advice to parents & carers regarding how they can further support their child's learning at home and can recommend or provide resources for use at home.

St John's also has its own Family Support Worker, Rebecca Wallis-Baldwin, who offers sensitive support to families who may be experiencing challenge and need; this includes families of pupils with SEND. She is available every morning and can be contacted on the main school telephone number.

### **How do we communicate difficulties and progress?**

Pupils are assessed and their progress is tracked half-termly and progress meetings between class teachers and senior leaders are held to discuss this; these meetings are attended by our SENDCo. Where concerns are identified or raised regarding children's special educational needs and their progress, a period of monitoring is implemented by the class teacher and SENDCo. During this time, evidence of the child's particular difficulties is collected and further assessment of strengths and needs is carried out in a range of ways. Targeted support is put in place through quality first teaching or, in some cases, through small group or individual support.

Concerns and outcomes of monitoring are discussed with parents and decisions about next steps for support can be made together.

Pupils' targets are shared and progress is discussed with parents during parents' evenings and SEND review meetings, which take place termly.

Teachers regularly review pupil progress against these targets, identifying any concerns regarding individual progress which can then be shared with parents.

Teachers and support staff, in discussion with the SENDCo and, where involved, external agencies, review targets and progress for pupils with SEND at the end of a block of support sessions.

Individual targets are discussed and reviewed with children and parents, then new targets set three times a year; for some individuals, targets may be reviewed and set more frequently.

Parents and carers are invited to and encouraged to contribute to the target setting and review process at review meetings.

A written report is sent home annually in July for all pupils; this includes comments on progress in different curriculum areas.

Additional information about assessment can be found in our Assessment policy, which is updated annually and is available on our website and in hard copy form if requested.

At St John's, we are proud of the relationships that we form with our pupils, parents and carers. We encourage parents to talk to their child's teacher, in the first instance, or to a member of the Senior Leadership Team about any concerns that they may have regarding their child's well-being, progress or additional needs. We hope that we are able to find a solution to problems and resolve matters through this discussion and dialogue. If, however, a parent or carer is unhappy with the outcome of such a discussion, they can find additional information about the procedure to follow in our Complaints Policy: this is available on our website and in hard copy form if requested.

## **Support for Pupils**

### **Interventions (additional systems for support over and above classroom teaching)**

All pupils with Special Educational Needs receive quality first teaching which is planned with relevant adaptations to meet their needs and to enable full access to the curriculum. Additionally, SEND pupils are, where relevant, supported by a classroom-based teaching assistant or class teacher for part of their literacy and numeracy lessons.

Further to this, some SEND pupils receive individual or small group support from a teaching assistant under the direction of the class teacher and SENDCo. This support focuses on individual or small group targets set to address difficulties in learning, communication, physical or emotional needs.

Specific group or individual support and strategies provided by staff includes:

- Developing individual reading skills
- Reading inference and comprehension
- Phonic skills programme
- Precision teaching of high frequency words, number bonds and key vocabulary
- Structuring and writing sentences
- Numicon maths
- Talking Maths
- Power of 1 and Power of 2 daily maths practice
- Social Skills development
- Friends and Feelings
- Emotional literacy development
- Monitoring of and support for emotional well-being
- Exploring Feelings of Anger or Anxiety
- Solution focused support
- Social Skills and friendships

- Handwriting intervention
- Fine Motor Skills programme
- Social Stories
- Write Dance.

In addition to this, staff support children with specific needs through the delivery of programmes set up by specialist agencies, for example:

Speech and Language Support

Occupational Therapy programmes

Physiotherapy

These support sessions are reviewed for impact half-termly and amended accordingly alongside target review and setting.

A small number of pupils with Special Educational Needs receive support for specific needs from specialist external agencies. This includes:

Developing reading skills and understanding

Maths support

Social Skills development

Speech and Language Therapy

Physiotherapy

Counselling

Occupational Therapy

### **How do we support Transition?**

At transition time in July, all children spend a day in their new classroom meeting staff and familiarising themselves with the setting.

Current and new class teachers share transition information which includes any specific SEND information and SEND support, targets and approaches which need to continue.

Some children, particularly those with specific Special Educational Needs, spend additional time getting to know their new classroom; this can involve further visits with a teaching assistant, setting up individual work stations, taking photographs, creating a transition booklet and asking questions or talking about worries.

For transition to secondary school:

Teachers from the receiving school are invited to meet and talk to all Year 6 pupils and their teacher. Information regarding Special Educational Needs, individuals' progress, specific targets and support is shared with the receiving SENDCo. All Year 6 pupils have a transition day at their new school. If required, SEND pupils may make additional visits to their new school in order to familiarise themselves and to ease concerns. This is usually with a supporting TA who the child knows well or specialist teacher from an external agency. A

transition book with photographs and key information is made that pupils can refer to in the lead up to transition.

Some children take part in transition-focused group work, delivered by the Specialist Teaching Service, to help them gain a better understanding of life at Secondary School.

We encourage parents and carers to visit the receiving school and make contact with the SENDCo to discuss matters pertinent to their child's needs.

## **How to find out more about Special Educational Needs support and advice in Warwickshire**

SEND information and Advice Service

**<https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>**

A link to the Local Authority's Local Offer site:

**<http://www.warwickshire.gov.uk/send>**