



# St. John's Primary Academy

SEND Information Report 2020-2021

# How does St. John's know if my child needs extra help?

We assess every child on entry to the academy, in order to ensure that we build upon the pattern of learning and experiences already established previously in either pre-school or at another school setting. We continue to monitor progress on a half-termly basis to ensure that all pupils are developing at the correct level for their ability.

We know pupils need help if:

- ▶ Concerns are raised by parents/carers, teachers or the pupil's previous educational setting;
- ▶ Half-termly monitoring indicates a lack of progress;
- ▶ Standardised tests indicate a lack of progress;
- ▶ Pupil observations indicate that they have additional needs in one of the following four areas:
  - 1) Communication and interaction;
  - 2) Cognition and learning;
  - 3) Social, mental and emotional health;
  - 4) Sensory/Physical.



# What should I do if I think my child may have special educational needs?

If you have any worries, please discuss these with your child's teacher, who will listen to your concerns. This may result in a referral to the school SEND team which consists of Mrs Major (SENCO) and Mrs Snowden (Assistant SENCO). All parents will be listened to; your views and aspirations for your child will be central to the assessment and provision that is provided by the academy.

## The SEND Team



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[isnowden@st-johns-stafford.staffs.sch.uk](mailto:isnowden@st-johns-stafford.staffs.sch.uk)



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# How will St. John's staff support my child?

- ▶ Your child will be provided with high quality teaching that is differentiated to meet their needs.
- ▶ Any pupils with a disability will be provided with reasonable adjustments in order to increase their access to the curriculum.
- ▶ Pupils, who are not making expected levels of progress, will be identified quickly and placed on our monitoring register. A classroom support plan will be created.
- ▶ Where it is decided that further action is required, you will be informed that your child requires SEND support and you will be asked to consent to their name appearing on the SEND register.
- ▶ SEND support will be recorded in a learning programme, which will detail interventions used to support your child. Progress will be tracked and reviewed termly.
- ▶ If progress rates are still judged to be inadequate after receiving intervention, your permission will be sought to make a referral to an appropriate external agency for advice.
- ▶ Pupils failing to make adequate levels of progress may require an Education, Health and Care assessment, which will be undertaken by the Local Authority.

**Assess** Regular assessments identify barriers to learning.

**Plan** Planned intervention /support programmes are mapped out.

**Do** Planned programmes run for a set period of time.

**Review** The impact is evaluated and next steps determined.

# How will the curriculum be matched to my child's needs?

- ▶ Teachers plan using their knowledge of pupil assessment outcomes and differentiate work to match the ability of all children in the classroom. Where a pupil is identified as having special or additional needs, their work will be further differentiated and reasonable adjustments made to remove barriers to learning and enable them to access the curriculum more easily. Reasonable adjustments may include specialised equipment e.g. reading rulers, sloped writing stands, wobble boards etc.
- ▶ All children on the SEND register have their own learning programme, which contains details of intervention aimed at meeting their individual needs. This may include: nurture, precision teaching, speech and language communication programmes etc. Interventions are reviewed half-termly and adjustments are made accordingly.



# How will I know how well my child is doing?

- ▶ Through a combination of careful observation and testing, teachers are able to build up a picture of each child's capabilities and needs. This information will be shared with you during our termly parents' evenings, or sooner if there are concerns.
- ▶ If your child has a learning programme, you will be invited to review the outcomes with the class teacher. Where appropriate, your child will be present so that they can express their views.
- ▶ You can attend any of our celebratory events or 'stay and do' activity sessions during the school year. Some examples include: Y6 Aztec Museum, Y5 Greek Pottery Masterclass, Y4 Create a Christmas Decoration, Y3 Enterprise Fair, Y2/Y1 Christmas Extravaganza and Reception Christmas Stay and Do.
- ▶ At the end of the school year, each child receives an annual report.



# How will you help me support my child's learning?

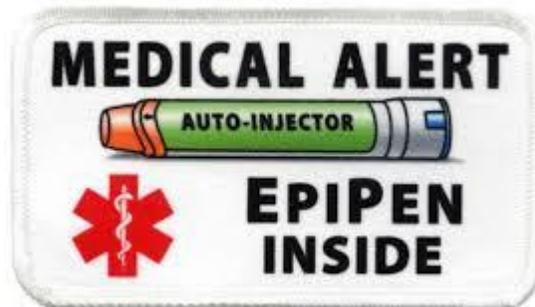
- ▶ You will receive parent newsletters at various intervals during the school year to inform you of the learning that is taking place in each year group, as well as suggestions for the ways in which you can support your child's learning at home.
- ▶ Enrichment homework activities will be provided to encourage family learning. You will have an opportunity to comment on these activities and your child's class teacher will respond.
- ▶ You can ring the school office to request a meeting with your child's class teacher, if you would like to discuss their learning. Alternatively, you can email your child's class teacher. You can find all of the staff email addresses on the school website.
- ▶ Your child's learning will be discussed with you at parents' evening. During this discussion your child's class teacher will explain what your child has been learning and what the next steps are that they need to make. Where appropriate, they will also discuss with you what you can do at home and out of school to support your child in their learning.
- ▶ If your child has a learning programme, you will be invited to help shape your child's plan.
- ▶ During the course of the year, we offer you the opportunity to attend workshops on various aspects of the curriculum.

# What support will there be for by child's overall well-being?

- ▶ Our family liaison officer, Mrs Connor, is on hand to provide support and advise. Her email address is: [sconnor@st-johns-stafford.staffs.sch.uk](mailto:sconnor@st-johns-stafford.staffs.sch.uk)
- ▶ We have a nurture room that the children can access at lunchtime, if they are finding this part of the day difficult or problematic.
- ▶ Some of our teaching assistants have had specialist training in areas such as nurture, pastoral care and bereavement.
- ▶ Some of our older pupils are given the opportunity to become playground buddies. They help pupils who may find break times problematic.
- ▶ Our Junior Leadership Team (JLT) contains representatives from each class to provide children with the opportunity to express their views and ideas on various aspects of school life.
- ▶ We have a behaviour policy, which is used consistently by all staff. The aim of this policy is to promote positive behaviour and reduce the need for pupil exclusions.
- ▶ Good attendance is promoted in school by encouraging the children with class rewards for high attendance.

# How will St. John's support pupils with medical needs?

- ▶ Pupils with medical needs will be provided with a detailed Health Care Plan compiled by Mrs Craddock, our school medical officer, in conjunction with parents. The plans are shared with all staff involved with the pupil.
- ▶ Mrs Craddock manages the administration of medication. You will need to complete a consent form for any prescribed medication that your child requires during the school day. Asthma inhalers and epi-pens are stored within children's classrooms for ease of access and all staff are trained to administer these treatments.
- ▶ Several members of staff are first aid trained and staff working with the children in Reception are paediatric first aiders.
- ▶ All class teachers have responsibility for the pastoral care of the children in their class.



# What training do staff supporting children with SEND undertake?

- ▶ Mrs Major, our school SENCO, is currently in the process of completing the National Award for SEN Coordination. The programme allows participants to reflect upon and improve their practice, whilst learning more about the most effective ways of providing support for the individual needs of children and young people.
- ▶ Mrs Major and Mrs Snowden (Assistant SENCO) attend termly update meetings to ensure that they are up to date with current practice. Information is shared with staff, so that everyone is kept abreast of the latest developments in SEND.
- ▶ All class teachers attend termly updates for their respective subject leadership roles to ensure that they are up to date with current practice. Information is shared with staff, so that everyone is kept abreast of the latest developments in the curriculum.
- ▶ All staff receive safeguarding training (sometimes referred to as child protection training), which is a legal requirement for all professions that come into close contact with children.
- ▶ Some of our most recent staff training includes:
  - Hope (Helping our Pupils Emotions)
  - Prevent Training
  - Dyslexia Awareness
  - Autism Awareness
  - Asthma, Anaphylaxis and Epilepsy Awareness
  - Phonics
  - Writing Effective Learning Programmes
  - Mental Health
  - Understanding Young Minds
  - Attachment in the Early Years
  - Listening to Young Children: Transition



**STAFF  
TRAINING**

# How will my child be included in activities outside the classroom including school trips?

- ▶ All children are encouraged to take part in any out of school activities, which are offered to their age group in school. In the case of residential visits, parents are invited to a meeting before the visit is to take place. This meeting is also used as an opportunity for parents and school staff to discuss any individual needs and how these might be met for the residential visit.
- ▶ We are committed to ensuring that all pupils are able to actively participate in all elements of school life. Wherever possible, steps are taken to adapt learning opportunities so that no learner is excluded. Parents are engaged in supporting learners and are consulted before any activities, which are likely to present specific challenges for the learner, occur.
- ▶ Risk assessments are carried out and procedures are put in place to enable every child to participate in all school activities as fully as possible.
- ▶ If it is deemed that an intensive level of support is required, a parent or carer may be asked to accompany their child during the activity.



# How accessible is the school environment?

- ▶ We have a disabled toilet available for pupils, staff and visitors.
- ▶ Corridors and entrances are accessible for wheelchairs.
- ▶ Outside doors allow for access to the playground, with ramps in place where required.

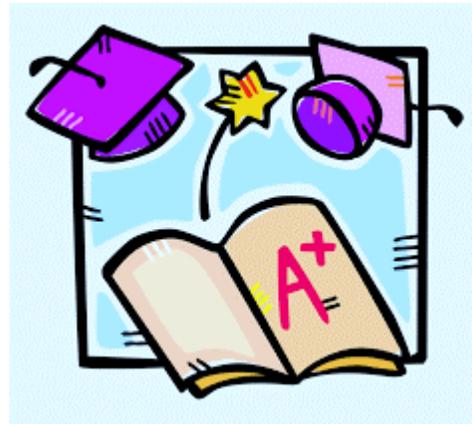


# How will the school prepare/support my child when joining or transferring to a new school?

- ▶ Children who join school at the start of Reception will have a programme of planned activities in the term prior to starting school. These activities are intended to provide an introduction to school for your child and an opportunity for us to get to know them.
- ▶ 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.
- ▶ Where appropriate, the SENCO or Assistant SENCO will meet with new parents of pupils who are known to have SEND to allow concerns to be raised and reasonable adjustments to be made to address perceived challenges prior to entry. The SENCO and Reception staff also meet with support staff from nursery and external agencies where appropriate.
- ▶ If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns. New entrants will also be offered the opportunity to visit the school prior to their admission.
- ▶ The records of pupils leaving our school are transferred as soon as enrolment at another establishment has been confirmed.

# How do St. John's ensure successful transition to secondary school?

- ▶ The majority of St. John's pupils continue their educational journey at The Weston Road Academy; however, some of our pupils attend other local secondary schools.
- ▶ Consultations meetings between the various high schools and our Year 6 staff begin to take place mid-way through the Spring term and the specific needs of individuals are highlighted at these meetings.
- ▶ Each high school has their own transition programme, which provides opportunities for pupils and parents to meet staff in the new school. Where appropriate, these opportunities are further enhanced for pupils with special educational needs.
- ▶ Regular activities, which help with transition, are provided by The Weston Road Academy as early as Year 4.



# How are St. John's resources allocated and matched to children's needs?

- ▶ Following consultation with the SENCO and Assistant SENCO, the Principal is responsible for the allocation of the SEN budget. Funding may be used to facilitate:
  - Small group intervention from teaching assistants
  - Specialist 1:1 support from teaching assistants
  - Support from external agencies
  - Provision of specialist resources
  - Continuing professional development for staff working with children with particular needs



# Where can I find information from the Local Authority?

- ▶ The Children and Families Act 2014 required each Local Authority to produce and publish a Local Offer, which included information about provision available across education, health and social care for children and young people in the area who have special educational needs or are disabled.
- ▶ Staffordshire's Local Offer can be found here:  
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
- ▶ If you require any further information about the Local Offer, please email:  
[localoffer@staffordshire.gov.uk](mailto:localoffer@staffordshire.gov.uk)



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