

Special educational needs (SEN) information report

St John's Church of England School

'I can do all things through Christ, who gives me strength'

Philippians 4:13



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1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment: fine and gross motor skills
	Epilepsy, specific medical conditions, physically accessing the building and resources, over sensitivity to noise, smells, light, touch or taste, toileting and self – care needs

2. Our Vision

At St John's C of E School we are a fully inclusive school that ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

At St John's we are committed to educational excellence for all children regardless of ability or need, and foster an ethos deeply rooted in the Bible, believing that all of us 'can do everything through Christ who gives me strength'. (Phil 4:13) Everybody in our community is uniquely made in the image of God and it is through this belief that we provide a uniquely tailored approach for each individual child with Special Educational Needs or Disabilities, enabling children to grow in wisdom, compassion and strength.

We endeavor to make a difference to all pupils at St John's and close the gap between children with a special educational need and those without by providing them with high quality interventions and accessing external support and advice. We promote a broad and balanced curriculum with specialist teachers including music, physical education, languages and forest school who promote and celebrate children's skills and talents. Our

approach to children with Special Educational Needs or Disabilities enables them to flourish in our school community.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Nussbaum.

Mrs Nussbaum has 8 years experience in this role and has previously worked as a SENCO and Assistant Headteacher. She is a qualified teacher.

Mrs Nussbaum achieved the National Award in Special Educational Needs Co-ordination in 2015.

SEN Administrator

Our SEN Administrator is Mrs Hall.

Mrs Hall has 10 years experience in this role and has also worked as a SEND Support Learning Support Assistant.

Class Teachers

All of our teachers receive in-house and external SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This includes training in:

- Safeguarding as outlined in Keeping Children Safe in Education 2024
- Curriculum development
- Inclusive, high-quality adaptive teaching for the classroom
- SEND specific topics
- Behaviour

Teaching assistants (TAs)

We have a team of 17 TAs, including 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Children with EHCPs or on SEN Support work with learning support assistants at different times during the day. The teaching focus is on supporting children's learning but also encouraging these children to gain increasing levels of independence.

Teaching assistants work with classes to support individuals and groups by delivering intervention programs. Support staff are line managed by the SENCO and Senior Leadership Team so that the needs of specific children can be discussed and support planned.

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. These can be generated by staff interest or can be undertaken at the request of the SENCo.

External agencies and experts

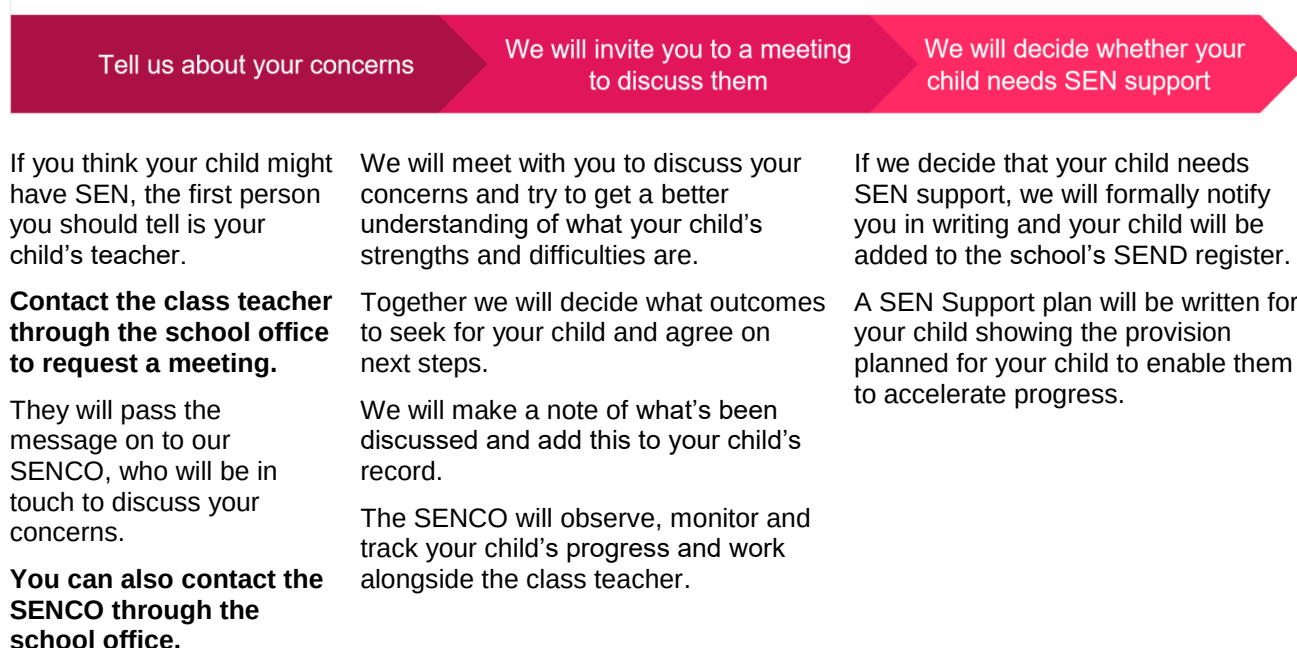
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Harrow Early Support
- › Social services and other LA-provided support services (Harrow Horizons, Education Mental Health Practitioner)

3. What should I do if I think my child has SEN?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty - we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are - we will notify parents when it is decided that a pupil will receive SEN support. This support may be documented in the form of an SEN Support Plan.



4. How will the school know if my child needs SEN support?

At St John's, we believe that every 'every teacher is a teacher of SEN' (Code of Practice, 2015). All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or emotionally and socially.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been identified and filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you and the class teacher to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



The 'graduated approach' is led by the class teacher in partnership with the SENCO. It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Class teachers then complete an internal SEN referral form documenting use of high quality teaching strategies and/or interventions, this is submitted to the SENCO.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you a minimum 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support. The SENCO is also available at the termly parent evenings and you will be able to book a slot with her in addition to seeing the class teacher.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

At St John's Church Of England Primary School we believe in a child-centred approach. When children have been identified as having additional needs, the thoughts and feelings of the child as well as the parents/carers, together with the views of school staff and relevant professionals are taken into account. This may be through:

- Informal discussion with staff.
- Teacher and child meetings.
- Teacher and parent meetings.
- Review meetings, including outside agencies where appropriate.

- Informal meetings and discussions.

8. How will the school adapt its teaching for my child?

In accordance with the Equality Act 2010 and the SEND Code of Practice 2015, the school will endeavor to adapt as much of the school day to meet the needs of a pupil with SEND (See also the Disability Accessibility Policy). Medical support will be put in place where necessary taking into account reasonable adjustments.

To prepare children for trips, special events or changes, the SENCO and class teacher might meet with parents. The use of adjustments such as ear defenders, visual aids, school lunch menu given in advance, quiet space, sensory toys, packed lunches, calendars, social stories etc support this process. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will always endeavour to make whatever reasonable adjustments we can to ensure that they can be included.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.' **Education Endowment Foundation 2022-23**

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Please see **'What are the different types of support available for children at St John's'** which demonstrates what approaches, strategies and interventions are used to support pupils at different levels of need.

9. How accessible is the school environment?

St John's School has two separate buildings which are built on a large site. One building is occupied by Reception, Year 1 and 2 and is built on one level and the other is occupied by Years 3 to 6 which is built on two levels. The upper school is accessible through an entrance from the main staff car park which comes through the fire exit into the corridor and to get to our main reception area automatic doors lead you into the main entrance area. The lower school is accessed by a side entrance. Both upper and lower school are joined by a wheelchair accessible path.

All Harrow schools comply with Equality Act of 2010.

10. How will the school's resources be allocated and matched to children's special educational needs?

The school budget, received from Harrow LA, includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school.
- The money is used to provide additional support or resources dependent on individual need.
- Additional provision may be allocated, after discussion with the head teacher and the class teacher at pupil progress meetings, or if a concern has been raised at another time.

- Resources may include deployment of staff depending upon individual circumstance.

The level of support is decided on consultation with parents, teaching and support staff, and relevant external agencies; including the Local Authority. The level of support will be constantly reviewed in order to identify when and where additional support may be need.

11. How will the school support my child's mental health and emotional and social development?

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. The whole school follows a structured MindUp curriculum which encompasses Mindfulness to support this development. The school also follows the Zones of Regulation approach which teaches children to identify emotions and then use self or co-regulation strategies.

For those children who need further support for their mental health and wellbeing, 2 qualified Counsellors and a Play Therapist work in school once a week from the Harrow Counselling Partnership to support issues such as anger management, friendships or self-esteem. In addition to this, all children are encouraged to use the 'SPACE' lunchtime service which is also coordinated by the Harrow Counselling Partnership where children can discuss their personal concerns, three times a week.

The school also has a trained Emotional Literacy Support Assistant (ELSA) who also supports children on a one to one or small group basis. The ELSA is line managed by the SENCO and has been trained by the Educational Psychology Service.

Members of staff are available for pupils who wish to discuss issues and concerns. Where it is deemed appropriate parents will be invited in to school to discuss concerns and plan for further support. Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as CAMHS, Educational Mental Health Practitioner, Harrow Horizons or the school nurse.

We also provide support for pupils to progress in their emotional and social development in the following ways:

- A mindful approach to PSHE through the Jigsaw spiral curriculum
- Pupils with SEN are encouraged to take part in all aspects of school life and there are many ambassador roles available
- Pupils with SEN are also encouraged to be part of extra curriculum activities
- We provide extra pastoral support by listening to the views of all pupils through wellbeing Questionnaires
- All members of SLT provide pupil mentoring
- We have a 'zero tolerance' approach to bullying.
- The school takes part in Children's Mental Health Week every year
- The school has a Young Carers club and a Forces children club as we recognise that both groups may need additional peer support and pastoral care. Both clubs are led by the SEN Administrator and overseen by the SENCO.

12. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We recognise that change can be difficult for all children and even more so for a child with SEND. We take steps to ensure that any transition is as smooth as possible. At St John's **every** child in the school receives an 'I'm Moving Up' transition booklet which they complete as part of their transition.

When moving classes in school

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place at the end of the school year between the existing teacher and with the new teacher for the coming year.

- There will be opportunities to make additional visits to the new class and new playground area if this is appropriate.
- Those pupils who have additional needs are given an extra transitional document of information and photos about their new class for the child and parent to discuss together during the holiday period before they return to their new class. This gives the child an awareness of what their new class and surrounding area is going to be like which assists the transition from class to class.
- Where appropriate, we will discuss transition with the parents and child.

In Year 6

- The SENCo, class teacher or Phase Leader will discuss the specific needs of your child with the SENCo of the child's secondary school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child at St John's school. If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them. Some children who need additional support with the transition to Year 7 will be involved in a Year 6 to Year 7 transition group in the spring and summer terms.

If your child is joining us from another school:

- The SENCo may undertake a pre-visit to the existing setting where appropriate.
- Contact with the current school to gain information.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.
- Contact/meet with parent/carer.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- Where appropriate, we would encourage pre visits to the school by the child.

13. What support is in place for looked-after and previously looked-after children with SEN?

The Headteacher and Senior Leadership Team will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND and may have a support plan in place if their needs require it.

14. What should I do if I have a complaint about my child's SEN support?

If parents wish to discuss an issue about their child they can make an appointment with the class teacher. We ask this because teachers are usually busy settling their classes at the start and end of the school day, so this is not a convenient time to have discussions.

The SENCO will answer any questions parents may have, talk through concerns with new or existing parents, make referrals to outside agencies and apply for statutory assessment. Appointments can be made to see the SENCO or a member of the Senior Leadership Team who are usually in the playground at the beginning and end of the day, should you need an informal chat.

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the Headteacher and the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

15. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Information can be found on Harrow Local offer site: <https://harrowlocaloffer.co.uk/>

Harrow Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) provides free, confidential, accurate and impartial advice and support to families living in Harrow with a child up to the age of 25 who has special educational needs or a disability (SEND): <https://www.family-action.org.uk/what-we-do/children-families/send/harrowsendias/>

Charities that offer information and support to families of children with SEND are:

- <https://adhdandautism.org/>
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

16. Linked policies to this policy

- Disability and Accessibility Policy
- Behaviour Policy
- Pupil Mental Health and Wellbeing Policy
- Managing Medicines Policy
- Anti-bullying

- Intimate Care Policy

Please see our policies page here:

<https://stjohns.harrow.sch.uk/harrow/primary/stjohns/site/pages/statutoryinformation/policies>

17. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages