



St John's CE First School - SEND Information Report 2023-24



<p>How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/ young person may have special educational needs (SEND)?</p>	<p>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At St John's CE First School, we follow a graduated response to ensure all children's needs are met (please see figure 1). If you have concerns regarding your child, please arrange a mutually convenient time to discuss these further with your child's class teacher. However if you would prefer, you can always arrange for an appointment with the Inclusion Lead directly. The Inclusion Lead for our school is Mrs Sophie Guy.</p>
<p>How will early years settings/school/college staff support my child/young person?</p>	<p>There are many different ways in which St John's CE First School meet the needs of all learners. In addition to Quality First Teaching, we offer a range of personalised, high quality intervention programmes that are agreed with Parent/Carer and the child. They are monitored and observed half termly to ensure that children are progressing and that the intervention will allow the child to meet their half termly outcome.</p> <p>Support may include:</p> <p><u>Pupils with Cognition and Learning Needs:</u></p> <ul style="list-style-type: none">• Precision Teaching• Extra phonics support• Working Memory Support• Referral for Dorset SENSS Team which provides specialist teaching and assessing <p><u>Pupils with Communication and Interaction Needs:</u></p> <ul style="list-style-type: none">• Regional Speech and Language Teams liaise with School in order to assist children with their speech and language programmes within school. These sessions are delivered by school support staff.• Some children may also require extra communication support such as visual aids, visual timetables and social stories.

	<p><u>Pupils with Sensory and/ or Physical Needs:</u></p> <ul style="list-style-type: none"> • Support in developing gross and fine motor coordination skills through 'Learn to Move programme'. • Adaptations to the classroom environment or specialist equipment to support pupils with sensory or physical needs. • Support and advice from the Occupational Therapy and Physiotherapy teams. • We have access to the school nursing team. <p><u>Pupils with Social, Emotional and Mental Health Needs:</u></p> <ul style="list-style-type: none"> • Emotional Literacy Support with a trained Teaching Assistant to provide emotional and social skills support including self-esteem, anger management, friendships and bereavements. • Part time Nurture Group with a trained Teaching Assistant to offer short term focused intervention strategy, which addresses barriers to learning arising from social/emotional and or behavioural difficulties, in an inclusive and supportive manner.
<p>How will the curriculum be matched to my child's or young person's needs?</p>	<p>The curriculum can be tailored to a child/young person's needs in many various ways. Whole class provision is differentiated to enable all children to access the curriculum whether that be visual, auditory or kinaesthetic learners. Once a child/ young person's needs have been established, personalised provision can be put in place. This may be in class support such as visual timetables, intervention groups etc or it may be that we seek advice from other agencies such as Speech and Language. The provision is put in place with clear outcomes set for the child to strive to achieve on an individualised support plan. These outcomes are discussed with the child and parent/carer. The child/young person will be measured against these outcomes at the end of each half term and progress will be reported back to the child and parent/carer.</p>
<p>How will both you and I know how my child/ young person is doing and how will you help me to support my child's/young person's learning?</p>	<p>As mentioned previously, children at St John's are assessed each half term to monitor their progress against their Age Related Expectations. Each term there is an opportunity to discuss your child's progress at parent consultations. However, should parent/carers or school identify a special educational need at any time, a meeting can be held between the child's class teacher and parent/carer. This will be to discuss the needs of the child/young person and agree</p>



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	<p>steps to be put in place to support the child/young person at home and at school. The school's Inclusion Lead may also be present at this meeting. Strategies of how to support the child/young person and termly outcomes will be discussed and shared and these will be reviewed at another set meeting.</p>
<p>What support will there be for my child's/ young person's overall well being?</p>	<p>We provide a learning environment based on Christian values where the children come first. Spiritual, cultural, moral and social wellbeing is at the heart of our curriculum. Each class has access to a Teaching Assistant for support. Some classes have more adult support to assist children with specific needs. This is to ensure that children are able to form positive relationships and to support them in their learning needs.</p>
<p>What specialist services and expertise are available at or accessed by the setting/ school/ college?</p>	<p>St John's CE First School has close links with external agencies and specialist services including Educational Psychologists, Child and Adolescent Mental Health Services, Speech and Language Support, Hearing and Vision Support, Occupational Therapy Services, Locality and Family Support Team.</p>
<p>What training are the staff supporting the children and young people with SEND have had or are having?</p>	<p>Ongoing training is built into our School Development Plan and is provided to all staff to enable them to effectively support the pupils with SEND throughout the school. Training offers staff awareness of strategies and approaches to a diverse range of needs. Training is provided by a range of agencies within Dorset Local Authority. In the last academic year training has included Safeguarding, behaviour guidance, ELSA training, Precision Teach training, phonics training.</p>
<p>How will my child/ young person be included in activities outside this classroom including school trips?</p>	<p>All curricular provision and extra- curricular opportunities are carefully planned to ensure that they are made accessible to all pupils including those with SEND. There are no exceptions, wherever necessary we make reasonable adjustments to provision to ensure inclusion of all children. St John's CE First School encourages children with SEND to take an active part in all aspects of their learning. Strategies that are employed in the classroom will be extended when extracurricular activities such as school trips occur.</p>
<p>How accessible is the setting/school/college environment?</p>	<p>The school building was designed to maximise accessibility for all users. An accessibility plan (link-St John's First School Accessibility Plan) ensures that the school building continues to evolve to meet a diversity of needs. We have previously been able to accommodate children</p>



St John's CE First School - SEND Information Report 2023-24



	with hearing, sight, complex medical needs and physical disabilities.
<p>How will the setting/school/college prepare and support my child/ young person to join the setting/ school/ college or the next stage of education and life?</p>	<p>St John's CE First School is part of Initio Learning Trust. We have excellent communication with the Middle schools that our children often follow on to at the end of Year 4. Transition is a key element for all children especially those with SEND, so to aid this we can provide children with additional supported visits to their next setting above the planned transfer days. Transition meetings for children with SEND are held within school for staff to liaise with one another to ensure continuity of provision during transition. Before transition takes place, any external agencies are asked to hold review meetings to assess the progress the child has made and the next steps for them in their transition to Middle School. Bespoke transition packages for complex needs can be arranged. Nurture and ELSA sessions are planned into the curriculum during this transition period to support children where needed. Social stories can be written for parents/carers to have during the Summer Holidays to allow time for their child to understand the changes that will take place. All pupil information and paperwork is held centrally and is overseen by the Inclusion Lead. It is passed on and shared confidentially with the child's next setting/school.</p>
<p>How are the setting's/ school's/college's resources allocated and matched to the children's/ young person's special educational needs?</p>	<p>The SEND budget is carefully managed to meet the identified needs of the children. Support will be allocated based on advice from external agencies and in consultations with parents/carers, class teachers and the Inclusion Lead. It is regularly assessed and changes in response to meet the needs of the children. The levels of support offered to children may well change over time as a result of this assessment.</p>
<p>How is the decision made about what type and how much support my child/ young person will receive?</p>	<p>The class teachers continually monitor the needs of pupils within their class. Regular meetings between them and the Headteacher and Inclusion Lead are held to discuss what additional provision will be put in place for individual children. Should a child receive additional support for an extended period of time, an Individual Support Plan is created for the child and shared with parents/carers. It highlights what provision the child will receive and the outcome at the end of the term. It is shared and signed via parentmail and parents/carers are given the opportunity to contribute their written views. Provision can be adjusted at any time depending on the progress of the child. At St John's we have 3 waves of support. Wave 1 is support that is given within the</p>



St John's CE First School - SEND Information Report 2023-24



	<p>classroom setting, Wave 2 is support given in the form of intervention groups such as Precision teaching and Wave 3 is support provided by outside agencies such as Speech and Language or Behaviour Support.</p>
<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<p>Collaboration between parents/carers and school is essential in ensuring children are supported in their education. The 2014 SEND Code of Practice principles highlights the importance of parent/carers and the child in the decision making process about the support and provision that is to be put in place. Parent/carers are encouraged to take an active role in their child's school life and for this to happen, communication is key. Parents/carers can arrange meetings with their child's class teacher or the Inclusion Leda at any point during the academic year. You will be informed of your child's progress termly during parent consultations. If your child has an individual support plan in place, this will be discussed with you and you will be asked to sign it to acknowledge that the information has been shared with you. Should a child require further support from outside agencies your permission will be required and the Inclusion Lead will communicate with you to ask for your attendance to liaise with those agencies. This allows for shared continuity of information and involvement from all who support the child.</p>
<p>What support is available to parents/carers with SEND?</p>	<p>St John's First School has several close links with services that offer support for parents. They are: Locality Workers(offer family support, home visits and parenting advice), Dorset SENDIASS (offer independent information and support to parents and carers of children with SEND) and Dorset Parent Carer Council (run by parents of children with disabilities).</p>



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Figure 1. Graduated response at St John's CE First School

The graduated response is a term for how we respond to identify and support a pupil with whatever needs they may have. It is graduated from least to most support and shows how we respond to needs in a planned way following the assess, plan, do, review format.

