



# St John the Baptist Primary School

## Special Educational Needs Information Report

**Date: Summer term 2023 Review: Summer term 2024**

At St John the Baptist Primary School we strive to provide a safe and caring environment where all pupils have a passion for learning and creativity. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We invite families to work with us in order to ensure and nurture their children's enjoyment, success and independence - unlocking their learning potential together. It is important for us to know all our children well and to address any additional needs as early as possible in order to break down barriers to learning.

<p><b>Talking about SEND</b></p> <p><b>Who to talk to and how to contact us</b></p> <p><b>SENCO:</b> <b>Mrs Jennifer Jinks</b> <a href="mailto:senco@st-john.essex.sch.uk">senco@st-john.essex.sch.uk</a></p>	<p><b>Class-teachers</b></p> <p>All class-teachers have had experience teaching children with a range of Special Educational Needs. They are knowledgeable in identifying children's strengths and barriers to learning.</p> <p>If you would like to discuss your child's needs with their class-teacher you can request an appointment in person, by phone or email. Class-teachers are not available for unscheduled meetings before school as they are involved in preparing for the day's activities at this time, however a convenient time can then be arranged for after the school day has ended.</p> <ul style="list-style-type: none"><li>• Telephone: 01787 269300</li><li>• Email: <a href="mailto:admin@st-john.essex.sch.uk">admin@st-john.essex.sch.uk</a></li></ul> <p>Class-teachers may also invite you in to discuss your child's needs as matters arise.</p> <p><b>Special Educational Needs Coordinator (SENCO)</b></p> <p>The SENCO is responsible for the operation of SEND policy and the co-ordination of provision made to support individual pupils with SEND.</p> <p>Our <b>SENCO is Mrs Jennifer Jinks</b> and she works at the school Wednesday &amp; Thursday</p> <ul style="list-style-type: none"><li>• Telephone: 01787 269300</li><li>• Email: <a href="mailto:senco@st-john.essex.sch.uk">senco@st-john.essex.sch.uk</a></li></ul> <p>Mrs Jinks gained the National Award for SEND Coordination in 2010</p>
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	<p><b>Other members of the SEND team</b></p> <ul style="list-style-type: none"> <li>• <b>Higher Level TA's (HLTA's)</b> – Mrs Lincoln, Mrs Watkins and Mrs Bain. Our HLTA's teach whole classes during their teacher's Planning, Preparation and Assessment Time (PPA). They are all highly experienced members of staff who know our children and their families incredibly well. Our HLTA's provide adjusted (differentiated) lessons to meet the differing needs within each class and all have a great rapport with individual children.</li> <li>• <b>Class Learning Support Assistants (LSAs)</b> – LSAs effectively help children with classroom activities and work closely with the teacher to provide differentiated experiences to suit all levels of learning. Part of their provision may involve delivering additional and different interventions to individual or small groups of children, such as those to support cognition and learning or speech and language needs.</li> <li>• <b>1:1 LSAs</b> who are assigned to work with children who have particularly complex and high support needs. These children usually have an 'Education, Health and Care Plan' (EHCP) (See 'Graduated Approach').</li> </ul>
<p><b>How do we define Special Educational Needs and/or a disability (SEND) at St John the Baptist CEVA school?</b></p>	<p>At St John the Baptist Primary School we use the definitions for SEN and disability that can be found in the SEND Code of Practice (2015):</p> <p><b>SEN:</b> "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"</p> <p><b>Disability:</b> "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."</p> <p>Children and young people with disabilities do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN, when this is the case both definitions can be used.</p>

## **Additional needs in our school**

The Code of Practice identifies four areas of need and acknowledges that in many cases children will have needs in more than one area.

The areas are:

- communication and interaction
- cognition and learning
- social, emotional and mental health (SEMH)
- sensory /physical

For some children their SEND can be identified at an early age but for others their difficulties only become evident as they progress through school. The Code of Practice makes it clear that the purpose of identification is not to simply label children but to inform the action the school needs to take and the provision it should make.

In the majority of cases children's needs are addressed by high quality teaching which highlights their strengths and addresses their challenges.

St John the Baptist Primary School has had experience in providing for the following needs:

- Attention Deficit and Hyperactivity disorder (ADHD)
- Autism (ASD)
- Cerebral palsy
- General and cognitive learning needs
- Motor skills difficulties – including developmental dyspraxia
- Specific learning difficulties – including dyslexia and dyscalculia
- Speech and Language difficulties – including receptive, expressive, social communication and verbal dyspraxia

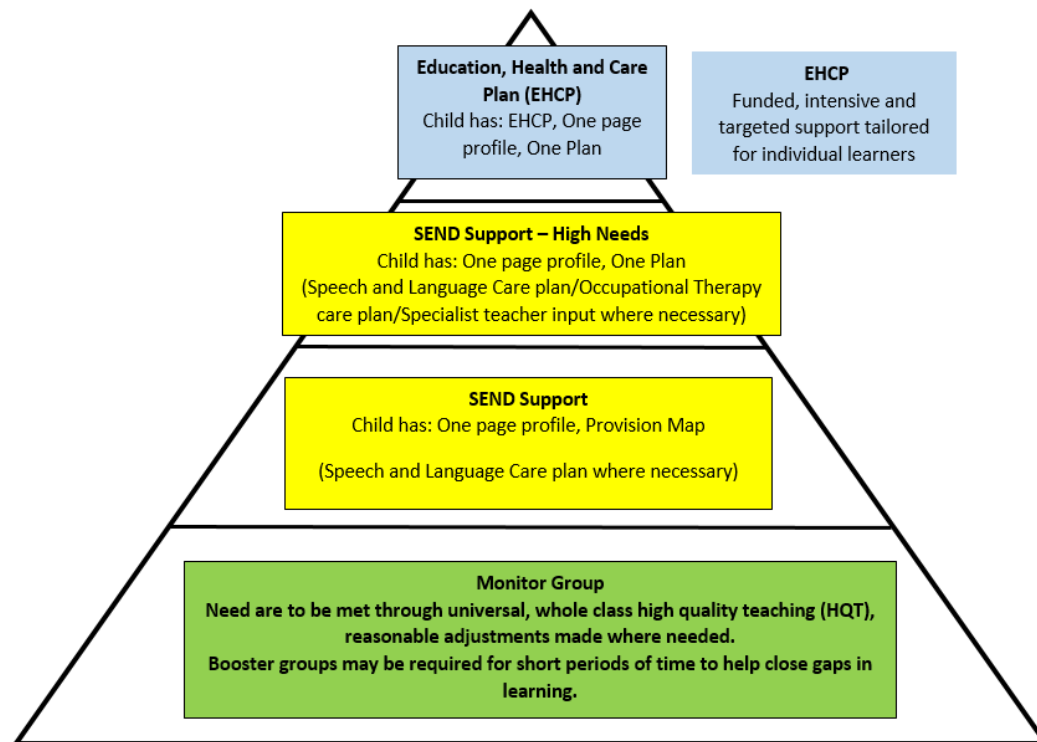
## The Graduate Approach to meeting the needs of children with SEND

A few children need support and provision that is additional and different to this and these children can be described as having special educational needs (as described in the SEN Code of Practice 2015). The special educational needs of our children are met through **The Graduated Approach**.

The Code of Practice (2015) p. 280 has the following definition of **The Graduated Approach**:

'A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing'

The diagram below shows the levels of **The Graduated Approach**:



**How do we decide who is part of our SEND Support Group and is placed on the SEND register?**

**Additional Intervention Support**

Children are included in our 'SEND support group' if they need Additional Intervention Support (AIS) as well as High Quality Teaching (see yellow band in diagram). Parents/carers are consulted when a class-teacher feels that a child should have AIS and if the parents/carers agree, the child is recorded on our SEND register.

If your child has AIS, a Provision Map is created by your child's class-teacher. This clearly reflects the 'Assess, Plan, Do, Review' cycle and outlines:

- your child's individual targets which set in light of ongoing assessments
- the support and provision that your child receives in order to achieve those targets

The effectiveness of provision and its impact on the child's progress is reviewed with parents/carers and children on agreed dates three times a year.

**High Needs Support**

If your child has more complex and higher support needs and requires ongoing support they may require a 'One Plan' document (see upper yellow box). If this is the case you will be invited to discuss your child's needs and provision with the SENCO once a term. The review meetings are child-centred and children are encouraged to engage with this discussion as far as they are able. The child's class teacher will also join these meetings as regularly as possible.

Within a One Planning meeting we ensure that:

- everyone develops a good understanding of the child's areas of strength and difficulty
- we take into account and discuss the children's and parents/carer concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on how each outcome can be broken down into manageable steps
- all notes from the meeting itself/parent/carers are added to the One Plan record and a copy is sent home

	<p><b>Statutory Assessment and possible Education, Health and Care Plan</b></p> <p>While most children with SEND will make progress through the schools graduated levels of support some pupils may have more complex needs (that have or haven't already been formally diagnosed) and require a much higher level of support.</p> <p>If we feel that your child does not seem to be making good progress, despite the additional and different support offered in school, we may suggest that we try to access a higher level of support through an 'Education, Health and Care Plan' (EHCP).</p> <p>This is a statutory process which involves applying to our Local Authority for additional support. The first step is to ask the local authority if an EHC assessment can take place and then if the assessment shows additional support is needed, an EHCP may be put in place.</p> <p>The Essex Educational Psychology Service has provided schools with 'Provision Guidance' which helps teachers and SENCOs to select appropriate strategies and determine the level of support your child requires.</p> <p>'With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions.' Code of Practice 0-25 (2015) Page 28.</p>
<p><b>How do we assess children's learning?</b></p>	<p><b>Ongoing Assessment</b> Individual progress is continually monitored throughout the school year.</p> <p>Ongoing assessment takes place:</p> <p><b>During lessons through :</b></p> <ul style="list-style-type: none"> <li>• careful dialogue/questioning</li> <li>• fostering of self-monitoring - pupils are encouraged to monitor their own understanding and to let their teaching team (class teacher and learning support assistants) know if they are having difficulties</li> <li>• a degree of in class marking and discussion which provides golden opportunities for 'assessment for learning' where difficulties/strengths can be identified and addressed/celebrated there and then</li> </ul> <p><b>After lessons through:</b></p> <ul style="list-style-type: none"> <li>• informal discussion</li> <li>• assessing products of learning activities including the marking of written work</li> </ul>

**Formal assessment:** progress in English and Mathematics is assessed through the use of specifically designed test papers and activities.

Theses can include:

ENGLISH	MATHEMATICS
<ul style="list-style-type: none"><li>• Half termly phonics assessments - on Grapheme Phoneme Correspondence (GPCs) that have been taught (Reception and Year 1)</li><li>• Phonics screening - November, March (practise for any child in the school that did not pass the screen) June (official screen)</li><li>• Baseline diagnostic assessment in July for children who have significant literacy difficulties</li><li>• Decoding of harder to read and spell words</li><li>• Ongoing assessment of writing</li><li>• SAT tests (Year 2 and 6)</li><li>• NFER reading tests termly years 1-6</li><li>• Past SATs reading papers termly</li><li>• Single Word Spelling Test (September and July)</li><li>• Informal spelling tests tailored to individual needs (first 100 HFW/next 200 HFW / Year 3-4 or 5-6 statutory spellings)</li><li>• YARC Early Reading Test &amp; YARC Test of Reading Comprehension</li></ul>	<ul style="list-style-type: none"><li>• White Rose Maths assessments (end of each unit Year 1-6)</li><li>• Rising Stars weekly arithmetic tests</li><li>• SAT tests termly (years 2 and 6)</li><li>• PUMA maths tests termly year 1-6 and EYFS in the summer term only</li><li>• Multiplication check year 4 only)</li></ul>

**Potential intervention  
provision available within our  
school**

**Interventions**

Learning Support Assistants are able to deliver interventions and to use specific resources and strategies. Class-teachers and the SENCO will consider the suitability of interventions and strategies for your child as the need arises. You will be informed if your child is selected for additional interventions and this provision will be recorded on their Provision Map or One plan.

**Potential forms of additional support available in our school:**

Pre teaching – work targeted at specific children to cover curriculum content/vocabulary in advance

Precision teaching – personalised practise for reading/ spelling

Read Write Inc (RWI) – Oral blending Intervention

Read Write Inc (RWI) – Grapheme-phoneme correspondence (GPC) recognition Intervention

Read Write Inc (RWI) – Fresh Start reading intervention

Direct Instruction for support recognition of high frequency words

Paired Reading – reading support for children with a degree of reading fluency

1:1 Speech and Language support, working on care plans given by Provide Speech and Language Therapists

English as an Additional Language support to support vocabulary and understanding

Plus 1 – KS1 maths

Power of 2 – KS2 maths

Gym trail – supports fine and gross motor skills

Finger gym – fine motor skills

Specific handwriting support

Time to Talk – develops social skills (predominantly KS1 age)

Talk Boost – develops speech, language and communication skills in Ks1 & Ks2

Working Together with Lego – develops social skills

Attention Bucket – to develop ability to hold attention and apply to learning

Intensive Interaction – predominantly to support children with complex, high support needs who find communication challenging

Lunch time 'checks ins' for social and emotional support

Sessions with Mrs Holmes - Family Support Worker (FSW)

Dancing Bears reading intervention

Precision teaching of key skills

Toe by toe



**Physical/Medical Needs**

We will discuss your child's needs with you prior to your child joining the school and if appropriate we will devise a 'Health Care Plan' with your input and agreement. This document will describe your child's needs and how we will accommodate those needs. 1:1 support will be provided by the school in certain cases and will be reviewed on a termly or yearly basis as appropriate. If a greater amount of 1:1 provision is required the school will apply to the Local Authority for additional support.

Medication for children with allergies and other chronic conditions is kept in the school office for use if required. **We do not allow nuts to be brought into school under any circumstances.**

	<p>A register of children with chronic medical conditions is circulated and updated annually. However, if there are any changes to the register before this date, they will be made immediately.</p>
<p><b>What support do we give to children who are having a difficult time emotionally?</b></p>	<p>We recognise that some pupils with SEND may have emotional and social development needs that will require support in school. The emotional health and wellbeing of all our pupils is very important to us.</p> <p>The senior management team, the SENCO and all the teachers and support staff continually monitor the emotional social and emotional wellbeing of all our pupils.</p> <p>The school employs a Family Support Worker (FSW), Mrs Holmes, who uses her expertise and experience to support children who are experiencing social and emotional difficulties. This is delivered on a 1:1 basis. Mrs Holmes also works closely with families. She helps them to find ways to support their child and deal with situations which may require deeper emotional involvement.</p> <p>.</p> <p>We have a robust and detailed approach to ensure that we prevent bullying wherever possible. Children and Parent/Carers are encouraged to talk to either the class teacher, head teacher, SENCO or FSW immediately if they have any concerns that bullying may be taking place. We have a zero-tolerance approach to bullying.</p>
<p><b>How do we listen to children with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Children with SEND are always actively encouraged to be part of the school council and we have had many children with additional needs who have been voted in democratically by their peers and have taken a very active and essential role in providing the voice for their class</li> <li>• Children with SEND are actively supported to take part in their Provision Map and One Plan reviews</li> </ul>
	<p>Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving specialists, including those from outside agencies. These may include professionals such as Educational Psychologists (EP), Speech and Language therapists (SaLT), members of the Specialist Teaching Service for Physical and Neurological needs, Physiotherapists, Occupational Therapists (OT), School Nurse Service and the Inclusion Partner (IP) and Engagement Facilitator (EF).</p> <p>We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We will usually seek to involve a specialist where a child continues to make little or no progress or where they continue to</p>

<p style="text-align: center;"><b>Specialist Involvement</b></p>	<p>work at levels substantially below those expected of children of a similar age, despite SEND support being delivered by appropriately trained staff.</p> <p>If we feel that we need more information about your child’s unique needs we may ask you to approach your G.P. for a referral to the Community Paediatrician or we can refer directly with your consent.</p> <p>We are able to refer directly to the Speech and Language Service (SaLT). Once your child has been assessed, the SaLT will conclude whether their speech development is age appropriate and therefore they are discharged from the service, or, that further intervention is required resulting in a Care Plan being designed for them. Parents are expected to fully engage with the treatment process and to practise with their child regularly at home. At school a number of our LSAs are able to follow up SaLT care plans with short sessions throughout the week.</p> <p>We or your GP can also refer to the 'Emotional Wellbeing and Mental Health Service' (EWMHS). EWMHS professionals consult with parents and teachers and will sometimes work with the child on a one to one basis in the school environment if this is preferred.</p> <p>We <b>will always</b> inform parents/carers if we wish to seek specialist advice and consent will be sought before any form of further action is taken.</p>
<p style="text-align: center;"><b>Transitions to and from Primary and Secondary School</b></p>	<p><b>From Pre-school to St John the Baptist Primary School:</b>  We have established an effective transition programme which helps all children and is particularly beneficial to children who have special educational needs. Mrs Lock, our EYFS/KS1 teacher, visits all local feeder preschools and makes home visits where she meets with parents and children during the preceding summer term. During this time in June/July she runs a number of sessions where her future class get used to their new environment and meet, work and play with the staff team. Mrs Jinks, the SENCO, meets with parents and preschool teachers to discuss specific needs and prepare a support programme where necessary, This is done in the summer term so that provision is in place for the autumn term.</p> <p><b>From St John the Baptist CEVA School to Secondary Schools:</b>  We have excellent working relationships with all our local secondary schools. Programmes vary but in each case, schools welcome us when we ask for additional visits for pupils with SEND. These additional visits enable the children to become accustomed to the demands of their new environment. Each secondary school asks for information about the children on our SEND register who are joining their setting and where possible arrange for Year 7 staff to meet with our Year 6 teacher, Miss Gage, and SENCO Mrs Jinks, here at St John’s. During the preceding summer term, they arrange taster sessions and parent evenings to ensure smooth transition. Where deemed appropriate, the secondary school SENCOs are invited to a small number of children’s One planning meetings in the summer term before they leave St John the Baptist CEVA School.</p>

<p><b>Complaints about SEND provision</b></p>	<p>We are committed to having an 'open door' policy; the Interim Head Teacher (Ms Scawthorn), class teachers and SENCO are available to parents to discuss concerns. Please contact the office to make an appointment if an in-depth discussion is required. We will always do our very best to resolve any situations where a parent is dissatisfied, but if parents feel that their issue is not resolved, they may see a detailed copy of our Complaints Policy via the link:</p>
<p><b>SEND Governor</b></p>	<p>Mrs Joanne Webbe is our lead SEND Governor and is responsible for raising awareness of SEND issues at governing body meetings. Mrs Webbe works closely with the SENCO to gain a clear working knowledge of the SEND Code of Practice and be aware of their school's systems for SEND provision.</p> <p>Mrs Webbe supports the SENCO to:</p> <ul style="list-style-type: none"> <li>• Ensure that the school's SEND budget is appropriately allocated to support pupils with SEND</li> <li>• Give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school</li> <li>• Help to review the school's policy on provision for pupils with SEND.</li> </ul>
<p><b>Support Services available to Families</b></p>	<p>The SENCO will also work with families by sign posting them to outside support such as:</p> <p><b>Family Solutions</b> Call the 0345 603 7627 and ask for the CHILDREN &amp; FAMILIES HUB</p> <p><b>Kids Inspire</b> 01245 348707 Email: <a href="mailto:admin@kidsinspire.org.uk">admin@kidsinspire.org.uk</a></p> <p><b>Community 360</b> Colchester <a href="tel:01206505250">01206 505250</a> Braintree 01376 550507 <a href="https://www.community360.org.uk/">https://www.community360.org.uk/</a></p> <p><b>Digital Parent Support Service</b> Free parent helpline: 0808 802 0222 Email: <a href="mailto:NDPSS@family-action.org.uk">NDPSS@family-action.org.uk</a></p>

	<p><b>The Yo-Yo Project (Chelmsford) Child Bereavement service</b> Website: <a href="https://www.farleighhospice.org/contact-us">https://www.farleighhospice.org/contact-us</a> Email: <a href="mailto:yoyoproject@farleighhospice.org">yoyoproject@farleighhospice.org</a> Phone 01245457416</p> <p><b>For family support from SNAP please contact:</b> Telephone: 01277 211300 Helpline: <a href="mailto:familyteam@snapcharity.org">familyteam@snapcharity.org</a> General Enquiries: <a href="mailto:info@snapcharity.org">info@snapcharity.org</a></p>
<p><b>The Local Offer</b></p>	<p>You are able to find more information about the range of services accessible in our area by clicking on the link below:</p> <p><a href="http://www.essexlocaloffer.org.uk">http://www.essexlocaloffer.org.uk</a></p>