



ST JOHN'S SCHOOL

SEN Information Report

This report includes the Early Years Foundation Stage

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

At different times in their school life, a child or young person may have a special educational need. The Code of practice 2014 defines SEN as follows:

“A child has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- are making less than expected progress given their age.
- have a disability that prevents or hinders them from making use of educational facilities.

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”

How does St John's know if children need extra help?

At St John's it is our aim to identify any pupil who has a Special Educational Need as soon as possible.

Indicators could include:

- concerns raised by parents/carers
- concerns raised by a teacher using a record of concern form
- attainment scores that indicate a lack of progress
- changes in behaviour
- liaison with external agencies
- health diagnosis
- Pupil observation indicates that they may have additional needs in one (or more) of the four areas:

1. Communication and interaction
2. Cognition and learning
3. Behavioural, emotional and social development
4. Sensory and physical needs

What should I do if I need to raise concerns about my child?

In the first instance please arrange to come in to school to speak with your child's form teacher or subject teacher. This may then result in a referral to the school SENCO, Mrs Kalirai whose contact details are skalirai@st-johns.org.uk

St John's School pride ourselves on building positive, working relationships with parents. We are very open and honest with parents and we hope that parents feel that they are able to be open and honest with the school too. All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and the provision that is provided by the school.

How will I know that St John's supports my child?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.

The quality of teaching is monitored through a number of processes that includes:

- Classroom observation by the senior leadership team, Heads of Departments and the SENCO.
- Ongoing assessment of progress made by pupils in specific intervention groups.
- Work scrutiny.
- Whole school pupil progress tracking.
- Attendance and behaviour records.
- Learning walks by the senior leadership team.
- Newly qualified teachers are monitored and supported throughout their initial year with additional lesson observations where required.

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in regular pastoral meetings and termly review meetings. Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model as stated in the school's SEN Policy.

An individual assessment of the pupil will be undertaken by the SENCO, in order to make an accurate assessment of their needs. Feedback of the findings will be discussed with the class teacher. Parents are normally invited in at this stage to discuss what interventions are going to put in place to improve outcomes.

If review of the action taken indicates that "additional to", and "different from" support will be required, then the views of all involved, including the pupil and the parent, will be obtained and appropriate interventions identified, recorded and implemented by the class/ subject teacher with advice from the SENCO. Parents will be informed that the school considers their child may require SEN support and their partnership will be sought to improve attainments.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, parents will be advised to have an assessment carried out by an external agency, usually an educational psychologist, regarding strategies to best meet the specific needs of a pupil.

If a pupil's needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How does St John's School match the curriculum to each child's needs?

Teachers plan their lessons, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special educational needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include the use of specialist equipment or resources, ICT and/or additional adult help.

How will St John's School inform parents of attainment?

Attainment towards identified outcomes will be shared with parents/carers through meetings or conversations with the pupil's class teacher, subject teacher or the SENco. Parents may also find the prep diary a useful tool to use to communicate with school staff. Parents are always welcome to arrange an appointment to discuss their child's progress with the form/subject teacher, Head of Department or the SENco. Please contact the school office on 020 88660067, to arrange this.

What specialist services and expertise are available to parents and pupils?

The SENco provides specialist support and advice to both staff and parents. If deemed necessary, diagnostic tests for SPLD, language acquisition and general cognitive ability are carried out. When required, advice and expertise is sought from a range of services including Educational Psychologist, speech and Language Therapists and Occupational Therapists.

The SENco has a post graduate diploma in SPLD and has attended numerous training sessions on SPLD and the recent changes within special educational needs. As a result of such training, she has been able to feedback to staff and support them. She regularly attends SENco meetings with SENcos from local prep schools. The SENco attends all review meetings held in school and is a member of the academic and pastoral committees. She works closely with the deputy head of academic and the director of studies.

How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spaces marked and located in the school car park.
- Ramps are in place to ensure access to the back of the kitchen and back of the pre prep block.
- Three disabled toilets are located around the school to ensure accessibility for visitors with a disability.
- A medical room is provided in order to enable a safe place for insulin testing/injections.

- There is a lift in the Norman Building.

How will St John's prepare and support children when joining and transferring to a new school?

A number of strategies are in place to enable effective pupil transition. These include:

On entry:

- A planned tour of the school with the Headmaster.
- A meeting with the child's new form teacher
- Previous school records are requested.

Transition to the next school:

- A number of opportunities for pupils and parents to meet staff in the new school.
- Contact with the new SENco to pass on relevant information e.g. Educational Psychologist Reports.

How are the school's resources allocated and matched to children's special educational needs?

The SENco is given an allocated SEN budget which she uses to purchase appropriate resources to support children on the SEN register. These are usually recommended for the child by the Educational Psychologist.

Besides equipment, other resources allocated to the SEN department are:

- In class support from teaching assistants
- Small group support from teaching assistants
- Specialist support from the SENco
- Small group support from subject specific teachers e.g. Maths or English clinics
- CPD relating to SEND for all staff

How will St John's school ensure that each child is included in activities outside of the classroom, including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all pupils to participate
- If a health and safety risk assessment suggests that an intensive level of 1 to 1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

What support will there be for a child's overall wellbeing?

As we are a fairly small school, we are able to provide care and support with a high degree of individual attention. The pupils also know one another well and are most supportive of each other.

For pupils with medical needs the school will, in consultation with the parents/carers, agree appropriate steps to manage any medical needs, and/or medicines in school. All pupils have a form teacher who is responsible for the pastoral care and wellbeing of each pupil.

The school has a policy regarding the administration and managing of medicines on the school site.

- Parents should contact the office staff if medication is recommended by health Professional to be taken during the school day.
- On a day to day basis the Admin staff generally oversee the administration of medicines after a consent form has been completed.
- As a whole staff we have regular training and updated of conditions and medication affecting individual children so that all staff are able to manage medical situations.

How will St John's School support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behaviour difficulties, anxiousness, and being uncommunicative.

All classes follow a structures PHSCEE (Personal, Health, Social, Citizenship and Economic education) curriculum to support this development.

There is the Head of Pre prep, Head of juniors and Pastoral leaders for year 5 and 6 available to liaise with parents if needed.

How will information about your child be circulated to all members of staff?

Information which needs to be shared is done through weekly pastoral meetings.

The school has special needs register which is updated regularly to which staff have access. All relevant information is added to the school database (ISAMS).

The form teacher ensures that dietary needs are discussed with our catering manager.

Who can I contact for further information?

The first point of contact will be your child's form or subject teacher.

If further support is necessary the SENco, Mrs S Kalirai, can be contacted either by the school office or an appointment can be made via email: skalirai@st-johns.org.uk