



SEN INFORMATION REPORT 2024-2025

Reviewed and updated: October 2024

Next Review: October 2025

At St John's Primary Academy we aim to champion all children to enable them to achieve their best at school and in later life. In order to do this, many steps are taken to support them on their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

1. What should I do if I think my child has special educational needs?

- The class teacher is the initial point of contact for responding to all parental concerns.
- For specific SEN+D queries then contact the SENCo Mrs Smallacombe.

"When I knew my son was struggling, I was fully informed of the process and his needs."

2. How will the school respond to my concern?

- The class teacher will arrange an informal meeting or phone call at a convenient time to discuss your concern, with a follow up meeting if necessary.

3. How will the school decide if my child needs extra support?

The primary areas of SEN+D as identified in the SEN+D code of practice are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical development**

When children are not making expected progress in line with their peers, class teachers will plan appropriate intervention and support, and the child's progress will be carefully monitored. If a child continues to make little progress or continues to need this additional support they might be identified as having special education needs in,

- **Cognition or Learning** as identified on the school's tracking system. The school's tracking system monitors children's progress regularly throughout the year and highlights children who are not making expected progress..
- **Social, Emotional and Mental Health** difficulties. This may be identified through observations and possibly with the help of assessment tools such as Autism Education Trust Progression Framework, or through advice from outside agencies e.g. Paediatrician, Healthy Minds, Behaviour Outreach Support Service or Working Together Team
- **Communication and Interaction** difficulties which significantly affect their educational progress. This may be identified using the First call assessment, or through the Speech and Language Therapists (SALT).
- **Physical and/or sensory developmental needs.** In this case we would follow advice from parents and outside agencies regarding support needed. The class teacher, SENCo and, if appropriate, outside agencies will work together with the parents and child to identify the child's need. Where children are displaying possible sensory needs, the school work together with the family to complete a sensory profile.

4. What will the school do to support my child?

- **Assess.** Identify the needs and strengths of the child
- **Plan** The class teacher will arrange a meeting with parents and the SENCo to discuss next steps and produce an additional needs plan with targets and proposed outcomes to suit the pupil's individual needs in order for them to make progress. With permission from parents, a child will then be placed on the Additional Needs register to formalise this support.
- **Do** Provision will vary according to need and may include additional classroom support by the teacher, teaching assistant or the SENCo. Most of this will take place in the classroom as part of adaptation but may also include some support out of the classroom e.g. in the nurture room.
- **Review** Additional needs plans are reviewed a minimum of 3 times a year to monitor the effectiveness of the intervention and review progress, before setting new targets. If circumstances change and you have immediate concerns regarding your child's additional needs provision, please contact the school to make a convenient appointment to discuss these with class teacher or SENCo. If/when sufficient progress is made then your child will be removed from the register.

Special need provision is provided in graduated stages.

- **Monitoring**
- **SEN support**
- **Education, Health and Care Plan**

Monitoring

- Where a child is not making expected progress or is beginning to fall approximately 12-18 months behind in one of the 4 areas of SEN, initial concerns will be discussed with parents. Targets and provision will be planned to assess if this can resolve any issues. If this needs to continue then a discussion with the SENCO will be held and next steps planned.
- The class teacher will continue to provide additional support to the child, and the impact of this will be closely monitored. This will be reviewed with parents.
- If a child continues to make insufficient progress and falls within the SEN criteria the child will be added onto the school's SEN register. If not these records will be kept to support any future possible needs.

SEN support

- Initially, provision for a child will be planned for and delivered by their class teacher, year group teaching assistant and/or SENCo using a range of strategies and resources within school.
- If a child continues to make insufficient progress they may receive additional support/assessment from an outside agency following discussion with the SENCo, class teacher, parents and child.
- A child requiring a higher level of additional needs support may receive: additional teaching assistant support; intervention with, or planned for by the SENCo; increased intervention and advice sought from outside agencies.

Education Health and Care Plan

- If a child continues to work at a level significantly below his/her peers and/or has a diagnosed range of severe complex needs that cannot be met within the school's resources then, with parental permission and involvement, a child may be referred for an Education Health and Care Plan assessment, which if successful may result in additional funding to provide further support. A child with an **Education Health and Care Plan** may have the additional support of a teaching assistant for part, or all of the day, funded by the authority.

At all stages, your child's class teacher, in consultation with the SENCo, is responsible for the planning and delivery of individual additional needs programmes.

"I like my groups, they are fun. They help me with my work."

5. Who will support my child in school?

- The Class Teacher
- Teaching assistants
- The SENCo- Mrs Holt

- The SEN Governor- Mrs Forrest-Leigh
- Our Nurture room teaching assistants- Mrs Coucom

Our staff receive regular training updates on supporting children with additional needs e.g. Dyslexia, EpiPen use, ADHD and Social Communication Needs. All staff have regular first aid training and designated staff are trained paediatric first aiders. We also have a member of staff trained in ELKLAN communication.

6. Who else might be involved in supporting my child?

For specialist advice, the school may consult with outside agencies.

- Speech and Language Therapy (SALT)
- Specialist Teaching Team (STT)
- Education Psychology Team (EP)
- The Working Together Team (Social Communication) (WTT)
- The Behaviour Outreach Support Service (BOSS)
- Sensory Education Support team (SEST)
- Physiotherapists
- Occupational Therapists
- Children and Young People's nurses
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Minds
- Mental Health Support Team (MHST)
- Pupil Reintegration Team
- Physical Disability Team
- Communications Paediatricians
- Visual Processing Clinic

7. What support will be there for my child's emotional and social well-being?

- Mrs Coucom supports children when their learning and well-being is affected by social and emotional difficulties such as: grief, anxiety, anger, attachment, trauma, low self-esteem etc. School can also refer children for support from the Mental Health Support Team (MHST) or access other agencies if concerns persist.
- If several agencies are needed for support, Mrs Holt who is our Team Around the Child (TAC) co-ordinator can organise a multi-agency meeting with parents and child to ensure a cohesive approach to enable the best outcome.
- A pastoral support plan (PSP) may be used to identify targets and monitor support.
- Children may attend sessions in our Nurture session focused on a specific intervention
- St John's has been awarded the Caring 2 Learn Gold Award Standard and staff have received a high level of training around attachment and trauma through this scheme.
- School use the Karen Treisman trauma-informed practice books to support children with a range of issues including self-esteem, anger, nightmares and relationships.
- Our Behaviour and Anti-Bullying policy which applies to all stakeholders at St John's is available on the school's website.

8. How will my child be involved in the process and be able to contribute their views?

- Children are involved in target setting and reviewing their provision. They will have the opportunity to discuss their learning, needs and provision as part of each additional needs plan or EHCP review.

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

- When a pupil has been identified as having additional needs their work may be differentiated or extra resources put in place by the class teacher, with support from the SENCo, to enable them to access the curriculum more easily. Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group. If appropriate, specialist

equipment may be given to the pupil e.g. writing slopes, concentration cushions, pencil grips, coloured gels, laptops etc. Children's seating place in the classroom may be adjusted to maximise learning.

All interactive boards are set to off-white backgrounds to limit visual stress.

"It helps me get better especially Literacy."

"I enjoy having extra help because they are always nice and kind and help me understand."

10. What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

- In addition to parents' evenings and end of year reports, progress will also be discussed at additional needs plan review meetings. If your child has an Education Health Care Plan, this will also be reviewed annually with an annual review. Class teachers are available if you wish to discuss your child's progress at any time. Please contact the school office to make an appointment.

"I have been kept informed with set meetings to discuss progress."

"My child's KS1 class teacher speaks to me regularly before and after school."

11. How does the school know how well my child is doing?

The school uses a tracking system which measures achievement against age related expectations and tracks progress.

- Internal attainment monitoring against year group expectations
- Progress towards Additional needs plan targets

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

- All children have the right to access school clubs, extra-curricular activities and school trips. Planning and implementation will involve prior consultation with parents to compile appropriate risk assessments and suitable access arrangements.

13. How accessible is the school environment? How accessible is the curriculum?

- The school is mainly on the ground floor and has widened doorways and ramps available in addition to a lift which provides access to the second floor classrooms. There is a fully equipped hygiene suite.
- For children and parents whose first language is not English, the school's website, including newsletters, can be translated into different languages and staff and children can access computer programs which translates languages into English and vice versa to aid communication. I pads and laptops are available to enable full access to the curriculum.

14. How will the school prepare and support my child to join the school?

- Children and parents are given the opportunity to visit the school, meet their new teacher and familiarise themselves with the school surroundings and routines. The number of visits can vary according to need. Children new to the school will be given a 'buddy' to support them in their first few days. In addition to morning/afternoon visits, children entering EYFS have an 'All about me' book to familiarise them with their new school and parents are invited to an information sharing evening. In some cases, the child will be given a transition book, containing photographs of their new teacher, classroom etc. to familiarise themselves with at home prior to starting school.

15. How will the school prepare and support my child to transfer to a new setting/school?

- All additional needs information is passed on when a child transfers between school settings. Children who struggle with transition are given additional support in preparation for their new setting. Our Early Years teachers and SENCo liaise with preschool settings and our SENCo/Y6 teachers pass on information to secondary school settings. All class teachers exchange information at the end of the school year with the child's next class teacher.

16. How can I be involved in supporting my child?

- Suggestions will be discussed at additional needs plan meetings. If outside agencies are involved, recommended activities will come directly from them. School will notify parents of any support groups or workshops in the local

area, and direct them to useful websites. The local authority has a family services Directory link online at <https://www.lincolnshire.gov.uk/send-local-offer>

“The school is very willing to work with parents.”

17. What shall I do if I am unhappy with the support my child is receiving?

- At St Johns we aim to work alongside you and your child to deliver the best SEN support we can offer. However, if you have any concerns about the SEN support given to your children, you should make an appointment to see your child's class teacher in the first instance to discuss this. It may also be appropriate to ask the SENCo to attend this meeting. We will endeavour to listen to your concerns and work alongside with you to resolve them.
- If your concerns persist, you should make an appointment to discuss this with the Headteacher, Mrs Jefferson.
- Following this, you may choose to make a complaint by following the school's complaint procedure.

Partnership

- As with all children at St John's, it is important that parents and teachers work together to support the child. We will do our best to update and inform you of your child's progress and notify you of any relevant literature / courses. In return, please provide the school with any relevant reports from outside agencies. If your child has an appointment with a paediatrician or an outside agency you may be asked to request a school report. Please give the class teacher as much notice as possible to allow sufficient time to write a comprehensive report. By working together in partnership, we can provide the best support for your child.

NB This offer is intended as a general guide to additional needs provision at St John's. Individual provision will vary according to individual needs.



Glossary of SEN Intervention Groups

Class provision

The class teacher will provide extra activities to support your child's identified area of difficulty as described at the review and on the additional needs plan. Reference may be made to First Call and First Move activities. These are programs of activities designed by outside agencies and suitable for the classroom environment.

First Call – a set of activities to help improve pronunciation, receptive and expressive language, understanding of rhyme and syllables.

First Move – a set of activities designed by physiotherapists to improve fine and gross motor skills.

ELKLAN – A training programme for teachers to equip them with the knowledge and strategies to support children with speech and communication skills.

Colourful Semantics – A visual strategy to support children to develop grammatically correct sentences.

Teodorescu – A programme of work to improve fine motor skills, spatial awareness and handwriting.

Precision teaching – A teaching method using direct instruction to help children retain basic English and mathematics skills.

Paired reading- A reading technique where an adult and child read together, before the child reads for a short period on their own.

Social Story- A story based around a common occurrence. The child rehearses how to respond/react appropriately next time they face this situation in everyday life.

ELSA sessions- (Emotional Literacy Support Assistant) Activities designed to support children to develop their emotional literacy skills and improve their emotional awareness.

Useful names and addresses

https://www.lincolnshire.gov.uk/send-local-offer	Lincolnshire Families directory
www.autism.org.uk http://www.autismeducationtrust.org.uk/	Autism
https://lincsadh.org/	Lincolnshire ADHD parent support group (also offers training e.g. 123 Magic)
https://www.eric.org.uk/	The Children's bowel and bladder charity- offering advice on bed wetting/potty training etc
paactsupport@hotmail.co.uk https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=udiRAPgOtaQ&familychannel=2_1_1_1	PAACT – parents & autistic children together
https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/family.page?familychannel=2_1_11	Liaise (Parent support for children with SEN)
https://www.lincspcf.org.uk/	Parent carer forum
www.addiss.co.uk/	Information on ADD/ADHD
www.dyspraxiafoundation.org.uk/	Information on Dyspraxia
www.dyslexiaaction.org.uk http://www.thedyslexia-spldtrust.org.uk/	Information/contacts re Dyslexia
http://www.thecommunicationtrust.org.uk/projects/	Speech, Language and Communication
http://www.natsip.org.uk/	Sensory impairments
http://www.nasen.org.uk/	Information on all aspects of SEN
https://www.lincolnshire.gov.uk/send-local-offer	Lincolnshire Local Offer for SEN
0800 234 6342.	Here4you mental health advice line and self-referral

Below is a glossary of the most used SEN terms.

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
ANP	Additional Needs Plan
BOSS	Behaviour Outreach Support Service
CAMHS	Child & Adolescent Mental Health Service
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EP	Educational Psychologist
LAC	Looked After Child
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Plan
SALT	Speech & Language Therapy
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
TAC	Team Around the Child
WTT	Working Together Team