

St John's Primary Academy

SEN Information Report

2025-26

It is hoped that this booklet will give some information around Special Education Needs, what this means and how we meet the needs of the children with SEND. This booklet should also be read alongside the SEND policy which gives further information.





ST JOHN'S
A PRIORY ACADEMY



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What are Special Educational Needs?

Everyone needs a little extra support at some point in their learning journey, and this is normal. Most children will have their needs met through Quality First Teaching. This is the adjustments that teachers make on a day-to-day basis in every lesson.

Some children require something additional or different to what is typically provided to the other children. If this continues for a period of time, then these children would be identified as having special educational needs.

The provision that should be made for children with SEND is set out in the SEND Code of practice (2014). This details four primary areas of need which they call broad areas of need. A child does not need to have needs in all four areas to be considered as having special educational needs.





Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulties being able to communicate with others. This might be because they struggle expressing their ideas and what they want to say to others, or it might be they struggle with understanding what is being said to them. Some children will struggle with understanding the social rules of communication. Many children with Autism have their primary need as communication and interaction for this reason.

Cognition or Learning

This area will be identified when children are learning at a slower rate than their peers despite accessing a curriculum which has been adapted for them. Learning difficulties covers a wide range of needs including specific learning difficulties such as Dyslexia or Dyscalculia, as well as more complex needs such as profound and/or multiple learning difficulties. Some of these conditions require specialist assessment however cognition and learning needs can be identified without specialist outside assessment.



Social, Emotional and Mental Health difficulties. (SEMH)

Children can experience a wide range of social and emotional difficulties. Some of these including displaying challenging behaviours, but also can include becoming withdrawn or isolating themselves. Children and young people can experience social or emotional needs without these being classed as Special Education Needs if they are not long lasting or do not need ongoing additional support. Conditions like Attention Deficit Hyperactive Disorder (ADHD) can be considered to be under the SEMH area of need or under cognition and learning depending on the child's individual needs.



Sensory and/or physical needs

Some children will have a disability that means they need 'additional to', or 'different from' support. These can be difficulties that fluctuate over time and can include things like visual impairment or hearing impairment. Some of these children will require access to equipment and facilities that are different to their peers.



How will school assess whether my child has Special Education Needs?

Communication and interaction

Your child's class teacher will assess their spoken language and their ability to understand and follow instructions throughout all lessons. Where concerns arise that your child might be struggling, assessments like First Call Speech sounds assessment, or an assessment of spoken language and understanding may be carried out. Where a child is struggling with other areas, assessments of their language will be carried out to determine if this is causing, or adding to, the difficulties.

Cognition and Learning

Children's progress and attainment is measured in a variety of ways during the school year. Some of these are at specific points such as end of term assessments, or others teacher make during lessons to support progress. The termly attainment and of each child is monitored by senior leaders. Where it appears a child is struggling with either of these this will be



discussed, and whether this is due to special educational needs will be considered.





Social, emotional and mental health

Where it is identified that a child is struggling with their social skills, or their emotional or mental health, support and intervention will be made and assessed on its impact. Tools such as the Autism Education Trust framework or Emotional Literacy questionnaires might be used to support identifying next steps and planning interventions.



Sensory and/or physical difficulties

Typically children with sensory and/or physical needs will have been identified by external agencies. Where concerns arise relating to a child's vision or hearing these will be raised with you by your child's class teacher.

Fine and gross motor skill assessments will also be made in line with the Early Years Foundation Stage in reception. Where concerns arise regarding your child's fine or gross motor skills their class teacher will discuss these with you.





What should I do if I have concerns that my child might have Special Educational Needs?

If you have any concerns about your child's needs and progress, then these should be raised with your child's class teacher. They are the person best placed to discuss your child's needs in lessons and how they are accessing the curriculum. Their class teacher can also discuss what additional support they might be able to put in place.

This might be then recorded as part of an initial concerns process, described in detail further on.

If you are not happy after speaking to your child's class teacher then you can arrange an appointment with Mrs Holt, our school Special Education Needs Co-ordinator (SENCO).



What is the process that school will follow to determine if my child has Special Educational Needs?

After initial concerns have been raised either by yourself, or the class teacher, then the class teacher together with you, will plan some support or adaptations. These will be reviewed after approximately 6 weeks and if this has resolved the initial concern, and additional support is no longer needed, then this will be recorded as something that had worked previously but no additional plans will be put in place. If however, it is felt that the additional support needs to continue for your child to be successful, or has not addressed the initial concern, then another block of support will be planned. This may



include discussing additional assessments that could help to understand the concern and what might support the child to make progress. If following this your child is still needing additional support or adaptions, they will be placed on the SEN register. At all stages this will be discussed with you, and we shall decide on next steps together.



What will the school do to support my child?

Once a child is identified formally as having special educational needs the process will follow the same process as the initial concerns. This is often referred to as Assess, Plan, Do, Review.



Assess

What things the child is good at and what things they need to work on will be identified.

Plan

Using the information from the assessments the main areas for us all to work on next will be chosen, and how we can support them to achieve these targets. These are typically recorded on an Additional Needs Plan (ANP) for children on the SEN register.

Do

Over the period of a term (approximately 12 weeks) the provision and adaptations planned will be delivered.

Review

How the child has achieved against these targets will be reassessed, and this will help build into further assessments for the next cycle. Additional Needs Plans (ANPs) are reviewed a minimum of 3 times a year. If a child achieves a target during the 'do phase', then the child will be moved on to the next step to ensure the most progress is made during this time, and a note will be made on the ANP in school.





How will my child's progress be monitored?

Assessments are carried out in school regularly. These can be larger assessments which draw together lots of pieces of information and are usually done 3 times a year or smaller assessments which are being made continually throughout lessons or over topics.

After the larger assessments senior leaders in school will analyse the data and any concerns or questions within the data will be discussed at Pupil Progress Meetings with class teachers.

At SEN meetings targets the child has achieved will be identified. Targets should have been written to be SMART targets which means they are

- Specific – clear what success looks like
- Measurable – it will be clear if the child has been successful
- Aspirational – the targets should be stretching for the child (*We know most people have achievable, but we want to be realistically aspirational for all our children*)
- Realistic – while aiming high, targets should be achievable
- Time limited – linked to the next review in the next big term





What is the graduated approach?

Children will move through stages of support and provision. All children will have had a period of monitoring and initial planning. This may have been completed at a previous setting if the child starts at St John's already with Special Educational Needs identified.

Most children with Special Educational Needs will be considered to be accessing SEN support.

A minority of children have complex or significant needs which require a high level of support and provision. These children will have an Education Health and Care Plan (EHCP). In order to be given an EHCP then the local authority would need to carry out a needs assessment.

At all stages your child's class teacher remains responsible for your child's provision and progress. While they may be supported by other staff in school, including teaching assistants or the SENCO, they are best placed in the first instance to discuss any queries you may have about your child.

What kind of support might school offer my child?

We strongly believe that the best place for children to learn is in the classroom and removing them for intervention means that they are missing this important learning. We therefore will only take children from the classroom for specific interventions where the evidence that this will have a positive impact on them is clear. Where possible interventions will take the place as adaptations and provision within the classroom. An overview of some of the interventions we might provide within school is included at the end of this booklet.





Who might help my child in school?

Class teacher - They are responsible for your child's provision and progress.

The Special Educational Needs Coordinator (SENCO) - Tabitha Holt – in school Monday – Thursday

Emotional Support Assistant (ELSA) - Mrs Coucom - Works each afternoon with groups or children delivering interventions

Teaching assistants - At times a child might access a specific targeted intervention with one of our teaching assistants.

Who else might be involved in supporting my child?

At times it might be felt that a child needs support from outside professionals. Some of these are accessed through the health service and some have their own referral criteria. Where there is a concern that a child is needing a higher level of support or where they appear to be stuck in their progress then school might discuss with you accessing one of these services for advice or support.

- 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 service (SEST)
- Physical Disability outreach (PD outreach)
- Physiotherapists
- Occupational Therapists
- Children and Young Peoples nurses (CYP nurses)
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Minds
- Mental Health Support Team (MHST)
- Pupil Reintegration Team
- Paediatricians
- Visual Processing Clinic
- SEN Advice Line (AskSAL)





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

Mrs Coucom can support 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. This is usually carried out as a block of support over a number of weeks to ensure that the impact of the work is maximised. This support is timetabled and it is not usually available on an ad hoc basis.

School can also refer children for support from the Mental Health Support Team (MHST) or access other agencies such as Healthy Minds or CAMHS.

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 to ensure a cohesive approach to enable the best outcome.

Each morning there is a meet and greet available within Explorers called breakfast club. Here some children have cereal but others just go to check in before starting their day. This runs from 8:50am till 9am daily.

Sensory circuits also runs daily in the hall. This is aimed primarily at KS2 children who access this through the hall doors near the KS2 gate. Sensory circuits gives children a chance to regulate themselves before transitioning into school if this is an issue for them. They complete a series of short activities that will help alert them, organise and then calm them, ready for going up to class.

During play times staff will support children to access play activities. The school run different supportive groups at these times depending on the needs of the groups of children within school. Each lunch play we have 3 play leaders who might lead or join play activities alongside the children. These will also vary over the year as the needs of the children change depending on where they are accessing play.





How will my child be involved in the process?

Before each SEN review their class teacher or another adult who knows them well, will discuss with them what their feelings are about how they have done and what they feel they need to do next. As part of the Additional Needs Plan (ANP) the children's voice is gathered and this forms the first section of the plan so that everyone can be clear of their feelings and thoughts.

If your child is working with Mrs Coucom she will gather their voice during their sessions to help support and move on the interventions. This will also be completed at the end of the intervention as part of the closure discussion.

How will the lessons be matched to my child's needs?

We are developing our curriculum based on best practice for those children with special educational needs which we believe will in turn, support progress for all children. Our schemes of work build on previous learning to help reinforce prior learning and support recall. We also include structured teaching of vocabulary and new skills in stages which will help all children access all topics.

As part of the process of determining if a child has special educational needs, or as part of the assess, plan, do, review process, then the strengths and needs of each child are considered. This helps the teachers match learning to the next steps for each child but also helps identify what adaptations work to ensure your child can make progress. This information is then recorded on your child's ANP as the strategies that support both their learning and their emotional wellbeing. These are updated at each review and will be built into lessons to ensure the progress of your child.

In some instances, children will require a bespoke curriculum. This might take the form of accessing a slightly different learning intention than their peers in their classroom or accessing a lesson alongside a group of peers, working on the same learning intention. For children with more complex needs this might need to be a whole bespoke curriculum over the day. This would typically be as detailed within their Education, Health and Care Plan (EHCP).





How will my child be enabled to access the full school experience?

All children have the right to access school clubs, extra-curricular activities and school trips. Planning for these things will include appropriate risk assessments to enable suitable access arrangements and might include a detailed discussion with you depending on the needs of your child.

We aim for our school to be as accessible as possible. The school is mainly on the ground floor and has widened doorways with a lift to access the upstairs classrooms. We have a fully equipped hygiene suite. We do have one meeting space that is upstairs where there is no lift. Children are not allowed to use this space but if you are coming for a meeting and would prefer not to be upstairs then please mention this when arranging the meeting.

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. Tablets and laptops are available to enable full access to the curriculum.





How will the school support my child with larger transitions?

If your child is joining us in reception, then you will be offered a number of times to visit. If you feel your child needs additional visits, then these can be organised. We will aim to visit your child in their pre-school setting and do give pre-school settings the opportunity to bring children for additional visits where they feel they would be beneficial. As part of the welcome packs, children will receive an 'All About Me' booklet with pictures to help you prepare your child at home before starting.

If your child is joining us mid-year, then they will be given a buddy within the classroom to help them feel settled. Prior to starting if you feel your child needs an enhanced transition then additional visits and support can be put in place including sharing a transition booklet with pictures of places and people within school that will help you prepare for the transition.

When it is time for your child to transition on to another setting then we will work with their next school to support sharing information and facilitating visits to ensure this can be as successful as possible. In year 6 secondary schools will be invited to the SEN reviews in the summer term to support this transition.





How can we work together to ensure positive outcomes for my child?

At St John's, we feel 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. We will run some parent information sessions which we hope will support you in your understanding of your child's needs and what can be done to support them. These are advertised over the year.

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.





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 child, 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 with you to resolve them.

Following this, you may choose to make a complaint by following the school's complaint procedure. Further information can be found on the school website or via the main school office.

Please avoid discussing significant concerns at the school gate as this is not very confidential, and it can also be hard to resolve concerns here, as staff are trying to focus on ensuring the safety of the children coming into school.





Glossary

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
ANP	Additional Needs plan
BOSS	Behaviour Outreach Support Service
CAMHS	Child & Adolescent Mental Health Service
CiC	Child in Care of the local authority
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EP	Educational Psychologist
LAC	Looked After Child - older term for CiC
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Plan
SALT	Speech & Language Therapy/Therapist
SEN	Special Educational Needs
SENC0	Special Educational Needs Coordinator
TAF	Team Around the Family
TWTT	The Working Together Team





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