



St John's Green Primary School

Learn to Live, Live to Learn

Headteacher Mr Simon Billings

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St Johns's Green primary School – SEND Information Report.

2016- 17

Throughout Essex all schools offer very similar provision for pupils with Special Educational Needs and Disabilities (SEND) in line with the County's Local Offer (<http://www.essexlocaloffer.org.uk/>).

The School Ethos for SEND

Our school is inclusive and aims to meet the needs of every pupil. Providing specialist provision for various difficulties including :-

- Communication and Interaction.
- Cognition and Learning.
- Social, mental and emotional health.
- Sensory and/or physical.
- Or a combination of the above.

We recognise the importance of quality first teaching (QFT) and that some pupils will, at some stage, require a more personalised approach to enable them to meet their potential.

We want our school to be a safe, secure and happy environment, where children feel valued and are able to access a balanced, relevant and stimulating curriculum.

We value our relationship with other local schools and work together to provide the best possible outcomes for the children and young people in that partnership. We will work within the requirements of the latest SEN Code of Practice (2014)

When planning, teachers set suitable learning challenges to encourage the children to develop, embed and gain mastery of the skills taught across the curriculum. To find out more about our ethos for all our children you can:

- Visit our school.
- Meet our Special Needs Co-ordinator (SENCo) Acting Fiona Bullivant
- Look at our website. <http://st-johns-green.eschools.co.uk>
- Read our Prospectus.
- Read our policy documents and other important documents (on our website).

How does the school know if a child needs additional help.

We aim to identify children with SEND using a graduated approach. This will be done using a range of assessments and observations. Gathering evidence from teachers, parents, SENCo, support staff and other relevant professionals. Where a pupil is identified as having additional needs or is attaining significantly below age appropriate expectations the school will meet with the parent and child.

Working together using a child centred approach, we will then produce a one page profile along with a One Plan to ensure appropriate strategies and targets are set in place. The One Plan is then reviewed twice or three times a year.

The school offers a range of additional interventions to support SEND children's learning and development. This could be done through focused group work, specific programmes, one to one support or therapeutic support. Other professionals may be involved where appropriate.

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5 Circular Road East
Colchester
CO2 7SZ

St John's Green Town Site (Years 2, 3, 4)
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How can parents find out about the schools policies for making provision for pupils with SEND, including effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.

- Speak to your child's class teacher, either informally or through structured conversations (e.g. parent consultations, review meetings).
- Read the 13 week progress reports.
- Read your child's end of year report.
- Read the schools latest Ofsted report.
- Regularly look at the schools website to see how the children enjoy and achieve in the school environment and beyond.
- Look at the schools policies which can be found on the website.

Additional support available for pupils with SEND

There is a range of services available to support children with SEND. The school SENCo is experienced and knowledgeable. Teachers and support staff contribute significantly to meeting the needs and raising achievement. The school provides relevant training for staff to ensure current needs are met.

The school has two full time Speech and Language LSA's and a full time Family Support Worker.

Through our partnership with other local schools (through the Child First Charitable Trust) we are able to provide additional Provision and training in:

- Speech and Language
- Parent Support.
- Educational Psychologist.
- Therapeutic services e.g. MIND (The Junction).
- Specific catch up programmes such as EPS maths, numicon, gym Trail, music therapy, 'Lego Therapy' etc.

We ensure we have appropriate resources in school to support learning for the children with SEND. Additional support for children is timetabled by the school as it is deemed appropriate, to meet the needs of each child.

We recognize that for the Highly Able pupils, provision also has to be carefully monitored to ensure that their needs are met, in order for them to continue to make the expected level of progress or more than expected level of progress at the end of each academic year. Working with other local schools there are opportunities for these pupils, where appropriate, to work with other pupils on investigations, challenges etc.

Working on growth mindset skills will enable all pupils to investigate and share ideas through daily discussion with peers. Extending their knowledge and enabling them to apply the skills they have mastered across the wider curriculum.

How we evaluate the effectiveness of the provision and keep you informed.

The school runs three assessment periods across the academic year. At the end of each assessment period the progress of all children including those with SEND, is monitored and evaluated. If the school has concerns about the progress of individual pupils, further assessments will be carried out to identify what the barriers are and what could be done to overcome them. Pupils and parents will be consulted where appropriate.

Adjustments to the type of support/level and/or the curriculum will be made where necessary. Any adjustments will be recorded, monitored and evaluated in consultation with pupils and parents. This consultation may involve other professionals or agencies.

In some cases following a discussion between parents and staff, it may be necessary to request a higher level of support to meet the child's needs and a request will be made to the LA to carry out a more detailed assessment to see if an Education, Health and Care Plan (EHCP) is needed.

How can parents find out about the schools policies for making provision for pupils with SEND, including effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.

- Speak to your child's class teacher, either informally or through structured conversations (e.g. parent consultations, Review meetings).
- Read the end of Assessment period progress reports.
- Read your child's end of year report.

- Read the schools latest Ofsted report.
- Regularly look at the schools website to see how the children enjoy and achieve in the school environment and beyond.
- Look at the schools policies which can be found on the website.

How we support the emotional and social development of pupils with SEND.

The school identifies that in order for the children to make progress, they need to feel safe and secure. In order to do this they need to be able to recognize that they are a valued member of the school community, where everyone is listened to and their opinions and ideas are valued. The school supports the children's personal, social, and emotional development using the 'Jigsaw' programme.

The school is developing an environment whereby everyone has a positive 'Growth mindset' through modeling and valuing everyone's contributions both in and out of the classroom.

The school uses art and play therapy to support children's individual needs, as well as 'quiet time' in the nurture room when appropriate.

Ms Clarke the school Family Support Worker may also work one to one with a child using a therapeutic approach.

Who oversees the SEND provision in school.

The class teacher is the first person to contact if you have a concern about your child. The Acting SENCo, Mrs Bulivant, who is a Qualified teacher oversees all aspects of SEND and she can be contacted informally or formally by making an appointment through the school office or by e-mail: assistanthead@st-johnsgreen.essex.sch.uk

You can find out more about the SEND provision by:

- Speaking to your child's teacher
- Speaking to the SENCo
- Looking at the Child First Charitable Trust website: csncic.net
- Contacting National Parent Partnership Network 01245 436036
- Looking at the Essex County Council website.

How we develop staff's expertise and training in relation to SEND.

All teaching and support staff are responsible for all children in their care, including those with SEND. They are responsible for ensuring that the educational, health and social needs of each child are met. Ongoing staff training and development is planned to meet this requirement.

Where a child has a specific need, relevant training and support will be assessed through:

- Child First Charitable Trust
- Specialist Teacher Team.
- Health and Medical agencies e.g. paediatric nursing team, local GP etc)
- School Nurse
- CAMHS
- Charities and voluntary organisations.

How we secure equipment and facilities to support children with SEND.

The school makes every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided. These resources can be secured through:

- Specialist Teacher Team.
- External advisors and professionals.
- The school itself

The school is mindful of the need to be accessible to children and adults e.g disabled toilets, adaptations to the premises are made where ever possible with a flexible approach to support the different needs of those involved with the school.

Parents can find out about equipment and facilities to support children and young people with SEND by:

- Visit the school to view directly the equipment and facilities available to children, including those with SEND.
- See the schools Accessibility Plan.

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How does the school work in partnership with parents/carers in supporting a child with SEND.

We believe that home and school should work together in partnership to provide the best possible outcomes for each child. Parents, carers and extended family members are encouraged to take an active involvement in school life: for example, supporting home learning, attending meetings and helping out at school events and activities. We ask parents and carers to share relevant information from home with us and we aim to provide information about each child that is helpful and clear through the home/school reading diary. There is also regular progress reports, open mornings, consultation evenings and access to support from other professionals e.g. School Nurse, Family Support Workers.

Parents and carers can find out about our partnerships by:

- Visiting our school
- Talking to our SENCo
- Talking to our Family Support Worker Ms Clarke or by e-mail; familysupportworker@st-johnsgreen.essex.sch.uk
- Signposting to additional services e.g. [SENCAN](#), [CAMHS](#), [MIND](#) (The Junction), Educational Psychologists, Specialist Teacher Team. Health and other support groups such as SPECTRUM.

How are the child's views heard.

Where appropriate, we will work with all children to discuss their learning and individual needs. We include them in conversations about their progress, welfare and achievements. We aim to include children with SEND in all areas of school life and listen to their views. We want all our children, including those with SEND, to feel confident and to have high expectations of themselves so that they can achieve.

The children's achievements are continually being valued through verbal feedback, rewards, target assemblies, award assemblies, special presentation assemblies and productions.

Prior to transition between year groups staff meet to discuss the individual needs of pupils to ensure continuity and a smooth transition. For some pupils a personalised social story is prepared to support the transition using photographs.

If you wish to find out more about our arrangements for consulting with children then you can:

- Speak to the Class Teacher
- Speak to the SENCo
- Participate in consultations and review meetings.

How is the school accessible for children with SEND.

The school is based over two sites. The Town site is based in a listed Victorian school and adaptations are made to the premises where ever possible. A flexible approach to support the different needs of those involved with the school is used to ensure all children are included in the life of the school.

The Abbey Field site was opened in September 2014 and the premises were designed to accommodate those pupils with SEND.

The school is continually monitoring the accessibility for pupils with SEND and the Specialist Teacher team help to assess and advice on strategies and resources needed to support the different needs within the school.

If you wish to find out more about our accessibility:

- Visit the school
- Speak to the Class Teacher
- Speak to the SENCo

How the school supports children when they start and when they leave the school.

When a new pupil with SEND transfers to St John's Green the SENCo will meet with the parent and the child to get an overview of the pupil's strengths and weaknesses, as well as a history of what has been put in place before. The Head Teacher or a member of the Senior Management Team (SMT) will also meet with the family and a decision is then made to the best way to ensure that the pupil is able to make a smooth transition into school. The school will liaise with any agencies and professionals involved with the child during transition periods:

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- 'Receiving' schools (new school that pupil is moving to)
- Children's Social Care (where applicable)
- Specialist Teachers .

The school will directly involve the pupil and parents in such arrangements. This will usually involve structured visits/meetings, induction meetings with relevant staff (e.g.SENCO) and any necessary adjustments to the EHCP.

How do parents find out about school arrangements for supporting pupils transferring between stages of education and preparing for independent living?

- Speak to SENCO's from current and 'receiving' school.
- Attend transition meetings and meet with relevant professionals.
- Visit 'receiving' school.
- Be involved in review and adjustments of EHCP.

How the governing body involves health and social bodies, LA support services and other bodies in meeting the needs of children with SEND.

The governing body's policies in regards to SEND, safeguarding and equality and welfare make explicit the duty for the school to make referrals or seek advice/support from the local authority or other outside agencies to meet the needs of children with SEND.

How do parents find out about how the governing body involves health and socialcare bodies, LA support services and other outside agencies in meeting the needs of children with SEND/

- Read the schools policies on the website.
- Read the Local Authority's Local Offer found on the Essex County Council website www.essexlocaloffer.org.uk

Contact details of Support services for parents.

The Local Authority publishes its own Local offer which contains contact details relating to support services available to parents and Carers of pupils with SEND in Essex.

Examples of support services which can be accessed by parents/carers of pupils with SEND include:

- [Parent Partnership.](#)
- [Families in Focus.](#)

Who you should contact if you have any questions or complaints concerning your child's SEND.

We encourage parents to raise any questions or concerns with us at an early stage, in order that issues can be resolved quickly and informally. We will look to achieve mutual understanding and agreement about all matters relating to an individual pupil.

Should a parent feel that a significant concern has not been sufficiently resolved, they should address the matter in writing to the Head Teacher in the first instance.

You can find out how we respond to complaints by:

- Looking at our Complaints Procedure on the school website <http://st-johns-green.eschools.co.uk/website/home> or a copy can be requested from the school office.