



SEND Information Statement

At St. John's Church of England Primary School we aim to meet the individual needs of each pupil in order for them to achieve their potential, we value every child. All children are entitled to a broad and balanced curriculum, which is matched to meet their needs. We encourage children to believe in themselves and to recognise their strengths. We nurture a school community spirit in which children care for others and their surroundings.

We hope the following information will explain the Special Educational Needs or Disability (SEND) provision available at our school. This is our contribution to the Local Authorities Local Offer www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page

If you require further information, please contact the Special Educational Needs Co-ordinator (SENCO) Mrs Alison Snow on 01242 523786.

How does our school know/identify that pupils have special educational needs (SEND)?

We regularly monitor your child's progress towards meeting their targets. If the evidence suggests that they are not making the expected progress, the class teacher, in discussion with the SENCo if necessary, will decide whether additional and/or different provision is necessary.

What are the first steps our school will take if special educational needs are identified?

If we have concerns about your child, we will inform you of our concerns and work together with you to put in place a programme designed to support your child's learning.

What should parents/carers do if they think their child has SEND? How can they raise concerns? If you know your child has SEND, or if you become worried about them at any time, please talk to your child's class teacher or the SENCo.

How will our school include parents and pupils in planning support?

We will ask you to work with us to support your child's learning. We may ask you to do specific things at home and to keep in regular contact with us. We would like you to talk to your child's class teacher regularly so we know what your child is doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing complementary things to support them and can share what is working. Your support is vital for your child's education.

How will our school teach and support pupils with SEND?

The class teacher will have the highest possible expectations for your child and all teaching is based on building on what your child already knows, can do and can understand. The teacher may put in place different ways of teaching so that your child is fully involved in learning in class. This might include things like using more practical learning or providing different resources adapted for your child. Teaching assistants are often used to help the class teacher support the learning needs of all pupils. Class teachers work closely with the SENCo to develop specific strategies (which may be supported by staff from outside agencies) to enable your child to access the learning tasks. We may suggest that your child needs some additional individual support or group support in school. We will tell you how the support will be used and what strategies will be put in place. If your child has an Education Health Care plan (EHCP) we will ensure the stipulated levels of support are provided.

How does our school plan the support? How are our resources allocated and matched to needs?

Each term the class teachers discuss the progress of their pupils with members of the Senior Leadership Team (SLT). Any pupils not making progress are identified and appropriate intervention strategies are planned.

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and pupils in this process?

Every child on the SEND register is monitored on a weekly basis and outcomes will be amended accordingly. All children are assessed on a termly basis through a variety of assessments. Data collected from assessments is used to inform the effectiveness of our SEND provision. Parents are invited to attend review meetings 3 times per year, where outcomes are reviewed and agreed upon. Views of parents and children are sought and recorded and children are involved in setting their own outcomes based on where they feel they need support.

Who will be working with your child?

Your child's class teacher and the SENCo will oversee and plan your child's education programme. Depending on the intervention required your child may be working in a small group with support during literacy and/or mathematics. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour. A teaching assistant may support your child in some lessons or at certain times of the day. Sometimes staff from outside agencies, for example, speech and language therapists, advisory teachers and educational psychologists work in school with individual pupils. You will always be informed if this should be necessary.

How does our school ensure that the information about a pupil's SEND is shared and understood by teachers and all relevant staff who come into contact with that child?

The SENCo and class teachers work closely together to ensure necessary information about your child is shared with the staff who need to have this knowledge. Class teachers have a designated file for collating the information we have about your child's SEND. This information is passed to, and discussed with, your child's next teacher before the end of the summer term.

What role will the child's teacher play?

All teachers are teachers of children with SEND and your child's class teacher will plan to include everyone in their lessons. Class teachers ensure work is provided at the appropriate level for children to access their learning and make good progress. The class teacher should be your first point of contact if you have any concerns about your child's progress or well-being.

What intervention programmes does our school run for pupils with SEND and how are they delivered?

Interventions are tailored to the needs of the individual pupils. We may use programmes such as Dancing Bears, Pindora's Box, In Gloucestershire Children Count or Numicon. However, your child will usually have a bespoke intervention comprising elements of different successful programmes. Interventions are either delivered by our intervention teacher or qualified teaching assistants on a one to one basis or in small groups.

What support does our school put in place for pupils who find it difficult to conform to normal behavioural expectations and how do we support pupils to avoid exclusion?

We work closely with the parents of any child with behavioural issues. We develop individual behaviour plans built on the needs of each pupil. Where appropriate, we work alongside educational psychologists and behaviour specialists. All staff at our school have received Team Teach training.

Which other services do we use to provide for and support our pupils?

We have access to the school nurse, the advisory teaching service, the educational psychology service, speech and language services, occupational health and the Children and Young People's Service. We are keen to work with all outside agencies who can provide the support a pupil needs.

How does our school provide support to improve the emotional and social developments of our SEND pupils?

If we have concerns about a child's emotional development we track their wellbeing through our vulnerable children monitoring system. For children who have difficulties with social interaction we can run social groups to help them learn social skills. A team of School Council Members are play leaders who support and play with pupils at lunch time, the mid-day supervisors organise a variety of activities for the pupils and we have a classroom available with activities on offer for children who would like a break from the playground environment.

How does our school manage the administration of medications?

If your child needs regular medication (for example they are asthmatic or diabetic) we complete a care plan with you. This sets out the care needed by your child and what we need to do to keep your child healthy in school.

What measures are in place in our school to prevent bullying?

We have a strong pastoral system. All pupils are taught to tell an adult if they feel they are being bullied. All incidents of bullying are dealt with swiftly by SLT (Senior Leadership Team) and parents are involved at the earliest opportunity.

What access do our SEND pupils have to facilities and extra-curricular activities available to all children?

All pupils are encouraged to participate in a wide range of extra-curricular activities and we strive to ensure these are accessible to every pupil.

How will parents/carers know how well their child is doing?

We want you to feel involved in your child's learning. We have three SEND meetings with the class teacher and SENCo each year, where outcomes are reviewed and discussed. There are also two official parents' meetings each year and a written report is sent home at the end of the summer term. Parents are informed if their child is being offered additional intervention support outside of class lessons. The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school/educational establishment?

When your child joins the school, you will be shown round by the head teacher or a member of leadership team. This will be a chance for you to ask any questions that you may have and to tell us about your child. We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. In the summer term, Year 6 staff and the SENCo liaise with the receiving secondary schools to ensure they know about any special arrangements or support that needs to be made for your child. We make sure that all records about your child are passed on as quickly as possible.

How accessible is our school to pupils with SEND?

Our school is mostly single storey and is accessible for wheel chair users. We have one accessible toilet, with hand rails.

Where can you find our SEND policy?

Please see the website.

What role do the governors have? What does our SEND governor do?

Governors support the school with strategic decision making and in evaluating the quality of learning experience for all children. Our Governor for SEND and Looked After Children routinely visits the school and meets with the SENCo to evaluate its policies and practice.

What can you do if you are not happy?

Our policy is to solve any disagreement at the lowest level. We seek to provide the best opportunity for all children and any complaint should be discussed with the appropriate staff member in the first instance. If you wish to make a complaint about the service you receive please follow the procedures set out in the complaints policy which can be found on the school website.

How can parents/carers arrange a visit to our school? What is involved?

Please contact Reception 01242 523786 and make an appointment to visit the school or to meet the class teacher or SENCo.

Who can you contact for more information?

The Information, advice and support service (IAS) is an impartial, confidential and free service for parents of children with special educational needs. Our local branch SENDIASs can be found at www.sendiassglos.org.uk and can be contacted via the website or they have a freephone telephone helpline **0800 158 3603** which is available Monday to Friday 9.00 am – 5.00 pm all year round. Callers who are using a mobile phone can dial **01452 389345** as an alternative.