

St. John's Church of England Primary School

HOW WE SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision and how we hope to achieve it

Shine like stars

Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.

'Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.'

Matthew 5:16

As a school we will enable every child equal and unbiased opportunity to fulfil their potential through access to a broad and balanced curriculum and the fullest possible interaction in school life and community activities.

Type of school we are

Primary with a Nursery

We admit pupils from the year that they are going to be four years old into our part-time nursery which is from 12.15pm – 3pm.

Our Ofsted rating

Good

How we know if a child/young person has special educational needs

When pupils join St. John's School, we do an initial teacher assessment after two weeks and feedback to SENCO if any concerns are noted. We also do home visits for all our Nursery and new Reception pupils and if a pupil joins us from another school in our EYFS. We also have a conversation with their previous school and request their records.

If we identify a child with special educational needs then the SENCO is informed and will work with both the class teacher and the parents to support the child initially.

If parents have any concerns they need to make an appointment to meet with the school's SENCO: Mrs. Susan Notley

What we do to help children with special educational needs

There is a detailed school provision map in place which outlines very clearly how we help pupils who are identified with special educational needs.

All classes have at least one full time Teaching Assistant with additional support in place for pupils who require extra support.

Intervention programmes are set up according to the need of the pupils and are

reviewed half termly.

The SENCO alongside the class teacher plans the pupil's educational programme in consultation with the parents/ carers.

These programmes are reviewed at least termly but could be half termly if we need to monitor a pupil very closely as other provision may be required. The objectives are reviewed, and the progress is noted. We expect every pupil to be making at least good progress and if not we will meet to review our provision and may look at external agencies or different strategies and support. Parents are always involved in this discussion along with the pupil.

How we adapt our teaching for children with special educational needs

The school has a very well developed system of differentiation in every classroom where pupils with special educational needs can be supported during Maths or English lessons and also receive additional intervention support if we feel that this required.

This helps the child by ensuring that they can make progress in both Maths and English and also the additional intervention gives them extra support on certain areas that they may be finding difficult in class.

How we decide what resources we can give to a child with special educational needs

Following our assessments of the child, this will inform what resources we will allocate to the child.

A large percentage of our budget is spent on Teaching Assistants as we feel that this is one of the most effective forms of provision to be able to provide regular support for the pupils who require it.

The SENCO along with the class teacher and in consultation with the parents make the decision on the type of support and how much support is provided.

We monitor this support very closely. Teaching Assistants complete weekly evaluations of the provision that they have provided weekly and discuss any concerns that they may have with the SENCO.

We assess all pupils at least termly to measure the impact of the support that has been provided and will also get feedback from the parents and the pupil.

How we check that a child is making progress and how we keep parents informed

If we identify a child with special educational needs then the SENCO is informed and will work with both the class teacher and the parents to support the child.

Depending on the nature of the need, we will offer support ideas to the parents, regular meetings to discuss the intervention and the progress being made. Parents are also invited in to see how we teach e.g. phonics, reading comprehension, maths and teachers are available if parents have any questions regarding homework.

As we are a very small school we know all our pupils extremely well, so monitoring the progress that the child is making is very manageable at our school and ensures that the needs of all special educational needs' pupils are very well met.

At least termly there are a variety of meetings for parents to support them with phonics, reading, writing and maths. Parents are very welcome to meet with the

class teachers at any time if they need advice or support on any issue.

Support we offer for children's health and general wellbeing

Being a very small school our pastoral and social support is outstanding, the individual care and attention that every child gets is excellent.

For any child who has a specific medical condition, a care plan is completed with the parents. Medical needs are always discussed at the admission meetings and the necessary forms completed by parents when the child is first admitted.

Please refer to the School's Policy for the administration of medicines.

The school has a very thorough Behaviour Policy which outlines our very high expectations for behaviour of all pupils. However, if a pupil requires support in this area we offer a variety of well-developed intervention strategies to support the pupil. We work very closely with the Educational Welfare Officer to ensure that attendance for all pupils is the best that it can be. Please refer to the school's Attendance Policy. Pupils and parents are very involved in programmes that we put into place to support both behaviour and attendance.

Specialist external services we use when we think extra help is needed

The school accesses a range of services including the following:

Educational Psychologist, CAMHS (Mental Health support), Community Parent Support Service, Speech Therapy, School Nurse & the Behaviour Support Service. Early Help is always offered to parents/carers if we feel that parent/child would benefit from this.

The training our staff have had or are getting

The SENCO who has seventeen years of experience, attends regular training on a range of special educational needs and various different network meetings with the LA SEND team and other SENCOs in the LA. The SEN Governor is kept up to date with SEN at the school through half-termly Learning Walks, Headteacher's reports termly and the Curriculum Committee meetings.

The Teaching Assistants meet with the SENCO on a regular basis, they have yearly objectives set with specific training in place. There is specific daily briefing time set aside for the class teacher to meet with the Teaching Assistants and talk through the plan for the day including the provision that will take place in the afternoon. There is also time in this meeting and throughout the day for them to talk about the pupils' learning and any issues that may have arisen. We invest heavily in supporting all our staff to ensure that they are well equipped to support the needs of all pupils.

Teachings Assistants and teachers have had training in a wide variety of areas e.g. Autism, DLD, speech and language support, the NELI programme, numicon, phonics, RML programme, differentiation, meeting pupils' social and emotional needs

The Speech Therapist works alongside teachers and Teaching Assistants providing specialist programmes for pupils who have ben referred.

The school has a trained Parent Mentor who supports pupils with social and emotional needs.

How we include children in activities and school trips

A risk assessment is completed for all school trips and we will do everything we can to include all pupils in these trips. However, if for Health and Safety reasons we feel that the trip would potentially pose a risk for a particular child with SEN then we will discuss this with the parents and the Chair Governor and agree the best possible solution. It will be the Chair of Governors who will make the final decision on this.

Our school environment

The majority of the school is wheel chair accessible except for the Early Years classroom.

There are disabled changing and toilet facilities.

There have been some improvements in both the auditory and visual environment of the school but we are limited in this area due to budget and space limitations.

The school will endeavour to provide both the equipment and the facilities to support children with special educational needs as far as possible within the limitations of a very tight budget and very limited space.

How we prepare for children joining our school and leaving our school

We offer a number of open mornings for parents of Nursery and Reception children. When they have secured a place we offer a very comprehensive induction programme of meetings, visits, a home visit prior to the child starting and a reduced school day to begin with, building up to attending for the whole day. We will work very closely with every parent to ensure that your child is happy and settled at the school.

A child joining mid-year also has a detailed induction programme involving the parents as much as we can.

A detailed transition programme is in place to support the pupils who are transferring to secondary school which also involves the parents.

How parents are involved in school life

The school really values the involvement of parents in day-to-day school life, decision making and supporting their own child. Parent questionnaires are completed twice a year at Parents' Evenings, the SENCO meets with the parents of all SEN pupils at least three times a year.

At least termly there are a variety of meetings for parents to support them with phonics, reading, writing and maths. Parents are very welcome to meet with the class teachers at any time if they need advice or support on any issue.

There is a fortnightly newsletter and the school website is constantly being updated. Parents are very welcome to join the weekly Celebration assembly on a Friday morning at 9am and are invited into special events, and regular church services. The school makes every effort to communicate with parents/carers whose first language is not English.

Who to contact for more information or to discuss a concern

SENCO/ Head teacher: Mrs. Susan Notley

Please contact the school office on 0208363 4709

If parents would like to talk about their child either, contact the class teacher or the Head teacher to make an appointment to meet with them.

Please contact admissions if you would like your child to join the school.

Our offer to children with special educational needs and disabilities is reviewed annually.

Last Reviewed April 2024

Next review: April 2026