

St John's C of E Primary School

SEN and Disability Local Offer



Reviewed: April 2016

Review date: April 2017

Information about the school

St. John's is a half form entry, voluntary aided Church of England primary school which admits children from age 4-11, (Reception to Y6). We currently have a Nursery that offers places to fifteen children. Our Ofsted rating is Good. All applications for admission to the school are dealt with initially by the school office.

St. John's C of E Primary School's Vision Statement:

‘With God's help we will find our gifts, develop our strengths and share them with others’

St. John's Church of England School is a wonderful place of learning. Being the smallest school in Enfield, we pride ourselves in the individual care and attention that we give to every child and the outstanding range of opportunities which we provide so that children become well-rounded, skilful and happy young people.

As a school we do not believe in standing still and we are constantly looking for ways in which we can improve the learning experiences for our children. We work closely in partnership with everyone; building on the many existing school strengths and achievements to make the school the best it can be. To achieve this, good partnership is essential and there are many ways in which we encourage parental involvement in decision making and policy review. Our school staff are committed to striving for the highest standards and work hard to create a safe environment where our children feel confident to make mistakes, tackle challenges and feel excited about learning.

As a Church of England School, we enjoy close links with the London Diocesan Board of Schools as well as Enfield Council and are also fully supported by our committed team of Governors. Christian values and beliefs form the basis of our school ethos and are reflected in teaching and in the daily life of the school. We have a strong sense of school family where all members are encouraged to respect and value each other.

The Government challenges all schools to be inclusive. By this they mean a welcoming community that seeks to eliminate discriminating attitudes and practice, responds to pupils' different needs, overcomes barriers to learning and provides suitable learning for all. It is the aim of the Governors of St. John's to try to make our school 'inclusive' and welcoming to all. In meeting these responsibilities, St. John's has due regard to the SEN Code of Practice 2014 and the Disability Discrimination Act 2001.

At St. John's, we seek to:

- Ensure that all pupils are valued equally,
- Ensure that all pupils make progress,
- Work in close partnership with parents/carers and children,
- Ensure that Special Educational Needs are identified and assessed as early as possible,
- Ensure pupils' needs are met as soon as is practicable,
- Ensure that all children have access to a relevant, broad and balanced curriculum,
- Work proactively with the Local Authority and other agencies involved when working with children with Special Educational needs,
- Maintain and develop a range of expertise within the school
- Monitor, review and evaluate policy and provision on a regular and systemic basis.

How does the school ensure that children who need extra help are identified early? What should a parent do if they think their child may have special needs

- We aim to identify children with a special educational need or disability (SEND) as early as possible. All children are routinely monitored through observations, weekly liaison meetings between the class teacher and teaching assistant, formal and informal assessments and termly pupil progress meetings.
- Some children may need targeted support at different times during their schooling but this does not necessarily mean that they have a special educational need or a disability. Depending on the individual child's needs, a specific time limited intervention may be put in place to support a child, which will be reviewed to monitor the impact.
- If a child is still not making expected progress, the school will discuss with parents their concerns and whether any further interventions or referrals to outside professionals are needed.
- Parents can make an appointment to discuss any concerns with their child's class teacher in addition to the regular parental consultation meetings. Appointments can also be made with the SENCo (Susan Notley).

What does the school do to help with special educational needs?

- Primarily class teachers, who are responsible for all the children in their class, provide excellent (Quality First) teaching. The teacher then identifies needs using on-going (day to day) assessment for learning and co-ordinates how any additional classroom support is used.
- The school has a provision map (details to support across the school) which is updated when needed. The provision map provides a clear picture of all the additional interventions (special groups and activities) that the school is currently providing. In addition to specialised groups, class teachers and teaching assistants' work together to provide class based specific activities (interventions) to aid learning.
- The SENCo and class teachers are in close liaison with parents/carers of children with identified special needs. Class teachers work with the SENCo and/or outside agencies where necessary to devise and implement appropriate intervention programmes.
- Children on the Special Educational Needs' register may have an individual education plan which is reviewed termly with the SENCo, the class teacher, the parent and, where practicable, the child.

How will the curriculum be matched to a child's needs?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted in order to enable the children to access their learning as independently as possible.
- Based on the activity and of the needs of the children, teachers employ different grouping methods best suited for the learning outcome. Activities are also carefully matched and differentiated to pupils' abilities. Class teachers have regular opportunities to give verbal feedback and pupils are encouraged to reflect on their own learning and respond to teachers' comments. This information supports teachers' planning of future lessons.

How is the Special Educational Needs budget allocated and used to support children with SEN?

- The school uses part of its budget to fund a qualified SENCo, and a team of Teaching Assistants who are trained to deliver 1:1 programmes of support in both literacy and numeracy. More specifically, in 2016-2017, we have allocated over £2000 for SEN training, EP support, resources and equipment for target support.
- Teaching assistants are employed to support the children and the teacher in a variety of ways, one of which is to enable the class teacher to work with small groups.
- Resources are purchased in order to support children's access to the curriculum. Curriculum co-ordinators also have responsibility for purchasing relevant equipment to support differentiation.

How does the school monitor a child's progress and how do you communicate this with parents?

- Children's progress is continually monitored by their class teacher.
- We assess children each term following which the SENCo/Assessment co-ordinator holds a pupil progress meeting with the class teacher. We look at whether any extra support or intervention is needed at this meeting.
- At the end of each key stage, (at the end of Y2 and Y6), all children are required to be formally assessed using Standard Assessment Tests, (SATs). The results of these tests are published nationally.
- The progress of children with a statement of SEN/EHC plan is formally reviewed at an Annual Review with all adults involved with the child's education including the parents/carers.
- Over the year, there are two parental consultation meetings held with the class teacher. Parents are able to make an additional appointment with the SENCo if they wish.
- If a child is still not making expected progress, the school will discuss with parents their concerns and whether any further interventions or referrals to outside professionals are needed.
- To ensure on-going communication between home and school, we sometimes find it helpful to employ additional short-term strategies such as a home/school communication book.
- Annual reports are sent out towards the end of the summer term.

What support does the school offer for children's overall health and wellbeing?

- If a child has any medical needs, the School Welfare Officer, Mrs. Flanagan, will invite the parent/carer into school to create a care plan. These plans will be updated regularly. The Welfare Officer monitors and administers medicines.
- If there are any medical concerns, the Welfare Officer/SENCo will contact the parent to discuss any issues.

Social:

- Children's social and pastoral care is very important and any concerns a parent/carer may have should be shared with the class teacher/SENCo, where a referral can be made to the Community Parent Support for Families Services.
- New children, or those who struggle with playtime or lunchtime, may be provided with an appropriate buddy.
- The Headteacher holds regular meetings with the School Meal Supervisors, playleaders, teaching and support staff to discuss any concerns about children's wellbeing.
- Assemblies/Teachers deliver PSHE lessons and deal with any playtime/friendship issues.

Behaviour:

- If a child has behavioural difficulties, the class teacher will keep parents/carers fully informed.
- Additional support will be implemented if needed and advice requested from outside professionals if required.
- Our SENCo is fully involved in aspects of behaviour management and will support the teacher in keeping parents/carers updated.

Attendance:

- It is important that children attend school regularly so that they make good progress.
- If a child has a medical issue, it is important to inform the school immediately and that they return to school as soon as possible. If a parent/carer is unsure about any issues, the School Welfare Officer will be able to advise.

Children's Views:

- Children can always speak to a member of staff about anything that is troubling them.
- Children are encouraged to discuss general whole school issues via the School Council. The School Council meet with Miss Hill weekly to discuss what is going well, what we need to work on and suggestions for the future.
- Pupil and Parent surveys are held every two years with any resulting issues addressed.

What specialist services and expertise are available at or accessed by the school?

We use specialist external services when we think extra help is needed including:

- Educational Welfare Officer, Educational Psychologist, Speech & Language Therapists, Behaviour Support Service, Child and Adolescent Mental Health Service, Play Therapist and Social Care.
- The decision to make a referral to an external service is made by the SENCo, in consultation with parents and key members of staff.
- The SENCo is a very experienced Headteacher who has taught across all the primary age range and has had responsibilities for a wide range of curriculum areas including English, Maths, ICT and Special Needs.
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What training have the staff supporting children with special educational needs and disabilities had?

- The SENCo has a Masters in Psychology of Education and regularly attends SENCo meetings in the L.A. and other relevant training.
- All current teaching staff have received training in Differentiation, Inclusion and Child Protection.
- Where possible, we arrange appropriate training for teaching and support staff to meet the needs of the children in their care.
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How are children included in activities outside the classroom including school trips?

- Educational trips are planned to include all children as far as possible.
- With regard to school trips, we may ask for parents to accompany their child to ensure their safety and that of others.
- We welcome suggestions from parents regarding potential visits to places of interest.
- We aim to make all reasonable adjustments to ensure that children are included in activities that take place at St. John's outside of the school day, such as breakfast and after school clubs.
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How accessible is the school?

- There is no parking for parents on site, but there is parking at Head Start Nursery, which is a short distance away from the school.
- Most of our classrooms and the office have steps leading into them. We have a disabled toilet but not showering facilities.
- Due to the limited space in our school building, we do not have a nurture (withdrawal) room and have few individual learning spaces.

How does the school prepare and support children when they join?

- Induction events take place throughout the school year to allow both prospective parents and children a chance to have a look around the school.
- All children entering the Nursery or the Foundation Stage receives a home visit by the EYFS professionals to aid transition. The information gathered from these visits is used to inform planning and may be passed on to the next year group teacher in the summer term ready for transition into key stage 1.
- There is a phased system of starting both nursery and the EYFS.
- A close liaison between all teachers and the SENCo means that ongoing information sharing happens to best help provide for each child in all areas of school life.
- Transition to a new class is facilitated by meet-the-teacher sessions during the summer term. Key members of staff liaise to pass on any information that will aid this transition.
- Y6 pupils are involved in a transition project after KS2 SATs. Because of our location, it is common for our children to move on to a wide range of different secondary providers within and outside the Borough of Enfield. The Y6 teacher meets with representatives from secondary schools to ensure smooth transfers. Normally, these secondary representatives then meet with the children. Our SENCo liaises with SENCos from secondary schools to pass on relevant information.

How are parents involved in school life?

- Parents/carers are encouraged to be involved in all aspects of school. The school also expects parents to support their children with regular reading and homework.
- Parents/carers are invited to support the school through involvement with the Friends' of St. John's and the Governing Body. Apart from fundraising, the Friends also arrange social activities for the children and their families.
- Parents/carers are invited to Celebration assemblies, curriculum meetings, parental consultation evenings and a meet the teacher event at the start of the year. We encourage parents to share their understanding of their child's needs with the class teacher.
- There is regular communication with parents/carers through the weekly newsletter and the school's website. Text messages are sent to remind parents/carers of key events.
- A member of the Senior Management Team is in the playground at the beginning of each school day. Their duties include noting any urgent messages for the class teacher, co-ordinating parents' meeting times and dealing with general parental queries.

Who can a parent/carer contact for more information or discuss a concern?

- If you have a concern, please speak to the class teacher in the first instance. Appointments can be made either direct or by phoning the school office. Alternatively speak to the SENCo/Inclusion Coordinator – Mrs S. Notley.
- Our current SEN Governor is Sophie Gopaul.

Useful contact information

Enfield Local Authority – Local Offer – www.enfield.gov.uk/SEND

Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone: 020 8373 2700 email: enquiries@enfieldparents.org.uk

Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield. Phone: 07516 662315 email: info@ourvoiceenfield.org.uk

Community Parent Support Service – available to all families living in Enfield. Works with parents of children aged 0-18 dealing with concerns and issues before they escalate and become a problem. Phone: 020 8372 1500