

# St. John's C.E. Primary School

## Special Educational Needs and Disability (SEND)

### Information Report – January, 2022



#### Vision Statement

**At St. John's we want everyone to grow and flourish. Our small school is a nurturing community where we can develop our gifts and broaden our horizons. We seek to do all this within the knowledge and love of God, where the values of His Kingdom guide and inspire us.**

*I pray that out of his glorious riches he may strengthen you with power through his Spirit in your inner being, so that Christ may dwell in your hearts through faith. And I pray that you, being rooted and established in love, may have power, together with all the Lord's holy people, to grasp how wide and long and high and deep is the love of Christ.' Ephesians 3.16-18*

**'Thriving and learning as we build God's Kingdom'**

#### Introduction

St John's C.E. Primary School is half for entry with just 4 classes of children from age 3 to 11 (nursery to year 6).

We provide an environment that will help all children to feel safe, secure and respected. Our core school values of forgiveness, respect, endurance, compassion, justice and confidence are there to guide and support all our pupils within our inclusive school. The school's vision statement is fundamental in ensuring the SEND Policy is adhered to.

#### Our Ofsted rating

The school was last inspected in 2017 when we were judged as Good. To view the report, please click:

<https://files.ofsted.gov.uk/v1/file/2724097>

As a church school, we are subject to the "Statutory Inspection of Anglican and Methodist Schools" (SIAMS). These inspections evaluate how well we, as a Christian school, meet the needs of all learners and deliver high quality Religious Education. We were judged to be Outstanding in 2015 <https://www.st-johns-primary.co.uk/about-us/siams-inspection>

#### SEND

Our policy and procedures follow the requirements outlined in the SEND Code of Practice 2014 and the Disability Discrimination Act 2010.

At St John's, we seek to:

- Ensure that all pupils are valued equally as every member of the school community is of equal importance in the eyes of God
- Ensure that all pupils make good progress
- Work in close partnership with parents/carers and children
- Ensure that Special Educational Needs are identified and assessed as early as possible so that appropriate intervention can be put in place

- Ensure all individual pupil needs are met and they feel valued and secure in our small nurturing school
- 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

The 4 Areas of Need as set out in the SEND Code of Practice 2014 are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and Physical Needs

We aim to identify children with a special educational need or disability as early as possible, and provide early intervention to help children make good progress.

For children entering reception we liaise with pre-schools and nurseries, external agencies and Parents. For children entering St John's C.E. Primary School at a later stage, we liaise closely with their previous schools, parents and relevant external agencies.

We have Pupil Progress meetings in October, January, March and July so individual needs can be discussed and interventions put in place. Pupils on the SEND Register are assessed against their targets on a regular basis to ensure good progress in order for them to 'catch up'.

Staff and parents can raise concerns about a child with the class teacher and/or SENDCO.

**We are an inclusive school and strive to meet the needs of all pupils.**

We have procedures in place to support pupils to transition between Key Stages. We use social stories/picture boards for younger pupils and those with SEND to help them visualise the new setting and staff. Children visit their new class and meet the teacher before the end of the year. There is a very well developed programme of transition in place for Reception pupils moving to KS1 and involves staff in the EYFS supporting their settling in for at least the first week in September.

Some pupils start on a part time timetable and we increase the hours in school with the needs of the child; to ensure a positive start and learning experience.

Year 6 pupils are involved in a transition project after KS2 SATs and visit their new schools. Some children with SEND may need more support with the transition to Secondary school and we are able to arrange additional sessions or time with a Key Worker if necessary.

Educational visits are planned to include all children wherever possible and risk assessments are written to ensure that all individuals are planned for. We may ask additional staff or parents of SEND pupils to accompany their child on certain trips to ensure their safety and the safety of others.

After school clubs are free for Pupil Premium children.

**\*Please see the school's SEND Policy for detailed procedures.**

## **What support is available for children's overall wellbeing?**

We offer a range of support for pupils including:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing – including resilience.
- Teaching of Religious Education
- Emotional Health Mentor in school to provide regular sessions for vulnerable pupils.
- Parent Support Group – weekly once parents are able to come back into school again
- Links with Wellbeing Connect Services who provide 1to1 and small group sessions for pupils we refer
- Links with Parent Support (Early Help) who work with families we refer
- Kindness Club for targeted pupils who need to develop self-esteem and a positive self-image ( provided by the Yoga teacher)

## **Pupils with medical needs (Statutory duty under Children's and Families Act)**

- Pupils with medical needs have an individual Health and Care Plan, written in partnership with the school nurse and parents.
- Staff who have to administer and supervise medications will complete formal training.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE 2014).

## **How are Resources Allocated?**

The school receives funding to support SEND:

- The Notional SEND budget that is devolved to schools to support them to meet the needs of pupils with SEND.
- Local Authority funding for pupils with an EHCP.

Funding is used to support pupils with SEND and will include:

- A contribution to the cost of employing Teaching Assistants to support small groups and 1to1 in class
- Small group Booster Sessions to help pupils catch up
- Specialist resources or equipment including resources for interventions such as Lego Therapy etc.
- Access to the school nurse and wider health professionals such as EP (Educational Psychologist) and CAMHS
- Resources to run Parent Support Groups and other nurture groups
- Staff training

## **Our School Environment**

We will endeavour to make our school accessible for all pupils, staff and visitors. We have:

- a flat path outside of the building leading to all classrooms
- adequate space for blue badge holders in car park
- a gated entrance that can only be accessed by a fob or allowed video entry
- security has been improved with a new reception area
- corridors and classrooms are tidy and clear for easy access
- signs to make areas of the school easy to get to

We will plan in advance for any new pupils starting the school. We will carry out risk assessments with the parents and professionals working pupils with disabilities to ensure St John's Primary School is a safe environment for the child.

Due to the limited space in our small school building, we do not have a permanent nurture (withdrawal) room but we do have spaces that groups can work in – including a new outside ‘pod’.

### **Parent Involvement and Support**

- 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.
- Covid restrictions are in place at the moment but as soon as possible parents/carers will be invited to class assemblies, curriculum sessions and parental consultation evenings etc. These are still happening at St John’s but remotely at the moment.
- The teachers and SENDCO have regular meetings with parents/carers of children on the SEND Register and we provide ideas and resources to support their children at home. Professionals from outside agencies are involved where necessary too.
- The school organises a number of parent workshops during the year, which aim to be useful opportunities for parents to learn more about how to support their child’s learning at home. So far this year we have completed reading/phonics sessions, parents have attended maths lessons across the school, supported History workshops. We plan to invite parents in see how we develop pupils’ oracy skills including language development and to see the teaching of foundation subjects.
- Where possible we encourage parents to attend certain events that encourage and support outdoor learning
- Parent questionnaires are sent out at least annually.
- The weekly Parent Support group will resume as soon as possible.

### **Who to Contact for more information or to discuss a SEND concern:**

If you have a concern, please speak to the class teacher in first instance. Appointments can be made either directly or by phoning the school office on 020 8363 4709 or email on [office@stjohnsprimarysch.org.uk](mailto:office@stjohnsprimarysch.org.uk)

Alternatively, speak to the SENDCO, Susan Notley, again via the office phone or email.

Our current SEND Governor, Sophie Gopaul, can be found on the school website and can be contacted via the school office.

### **This SEND Information Report should be read in conjunction with:**

- Enfield Local Authority – Local Offer – [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)
- SEND Policy
- Teaching and Learning Policy
- Behaviour Policy
- Assessment Policy
- Child Protection Policy
- Accessibility Policy
- Equality and Diversity Policy

### **Other Useful Links May Include:**

- Enfield Local Offer <https://new.enfield.gov.uk/services/children-and-education/local-offer/>
- Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone: 0208 373 2700
- Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield. Phone: 07516 662315 email: [info@ourvoiceenfield.org.uk](mailto:info@ourvoiceenfield.org.uk)
- Parent Support Unit – available to all families living in Enfield. Works with parents of children aged 0 – 18 dealing with concerns before they escalate and become a problem. Phone: 0208 379 2002

### Complaints Procedure:

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or SENDCO who will try to assess and resolve the situation.

Formal complaints will be dealt with by the Head Teacher through the school's complaints procedure and the Complaints Policy can be found on the school website.

This policy will be reviewed annually.