



Penk Valley Academy Trust

Collaboration, Challenge, Curiosity and Care



St John's Church of England First School, Bishop's Wood

Special Educational Needs and Disabilities Information Report 2023-24

Rationale

The information in this document describes our provision for learners with a Special Educational Need or Disability (SEND) and reflects Staffordshire's Local Offer which can be found at

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>.

At St John's, we strive to ensure that all learners achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. This report is intended to give you information regarding the ways in which we ensure that we support all of our learners, including those with special educational needs and disabilities, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as our provisions are continually developed and evaluated to meet the diverse and changing requirements of our learners.

Our Inclusion Team consists of:

Jacqui Williams, Special Educational Needs Co-Ordinator

Emma Challiner, Headteacher

Class teachers

Teaching Assistants & Learning Support Assistants

Where necessary assessment, advice and guidance is also sought from our external agencies, for example:

- Autism Inclusion Team
- Speech and Language Therapist
- Educational Psychologist
- Specialist Sensory Support Services – HI/VI
- Family Support Services

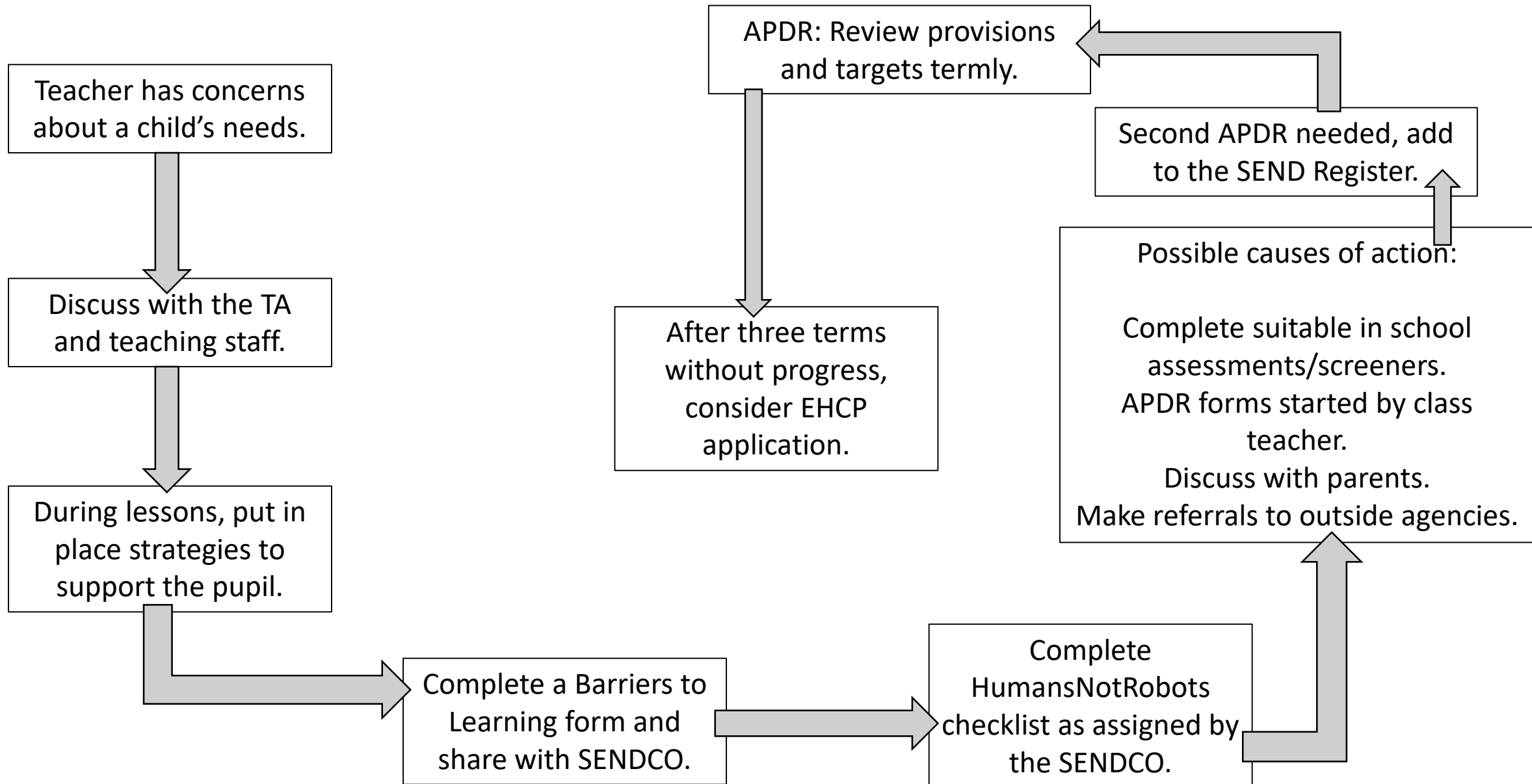
How does the school identify and assess special educational needs and disabilities?

Information from parents and previous settings is a key source for us in identifying new learners with SEND.

At the start of Nursery/Reception all learners have their speech and language assessed, so that we can establish who might require targeted and specialist interventions.

In addition, as the term progresses and at regular intervals, teaching and support staff are asked to raise any learner who is not making expected progress or whom they have particular concerns about. They do this using the Barriers to Learning form and link to the school provisions document. We use the HumansNotRobots assessment tools as a guide. We also use dyslexia screeners, reading tests, spelling tests and other assessments to support. At this point a conversation will take place with parents/carers and young person to discuss options and strategies available to ensure the most appropriate support mechanisms are agreed and implemented.

In School Referral and Monitoring System



How does the curriculum support the diverse needs of our learners?

Staff are required to uphold high expectations when both designing and adapting a coherent and ambitious curriculum. All learners remain at the heart of our school improvement plans as we aim to spark curiosity and excitement within them about the world, about themselves and each other, to help them to make connections between the composite parts of knowledge they are taught across different areas of the curriculum, and to provoke ambition through appropriate support and challenge in preparation for future education, work and life. Throughout the year, teachers and support staff are kept abreast of new initiatives through continual professional development delivered by the school's SENDCo, specialist guest speakers and through our Trust. At St John's all staff are required to complete annual safeguarding and health and safety training along with policy reading. Specific SEND training is also regularly scheduled to ensure staff knowledge, skill set, and approaches are enhanced and where appropriate externally accredited. We work closely with a range of outside agencies who both support our professional learning development and help us to quality assure our practice and procedures. In school we assess whether a young person has a special educational need or disability in different ways. We also monitor and review our inclusive teaching practice throughout the year.

- Observations and learning walks
- Subject reviews
- Teacher feedback
- School based test results
- Information from parents / carers
- Information from the child
- Specialist assessments carried out by outside agencies in collaboration with the school (with parent/carer consent)
- Transition information

What type of support is available for pupils at St John's?

-Universal support: This includes high quality inclusive teaching, which considers the needs of all learners in the classroom.

-Universal plus/targeted intervention: This requires teachers to provide differentiated/scaffolded activities and create an inclusive learning environment. This also includes specific, additional interventions that target identified gaps or a delay in a learner's development. The support is designed to accelerate a learner's progress from their starting point. Often the intervention is delivered to support a small group of learners with similar learning, language or personal development needs. Learners in receipt of an intervention are identified as having "SEN support". The pupil will have an APDR (Assess, Plan, Do, Review) – a document summarising their needs and strategies to support them in class that go beyond universal provision. It also outlines specific targets to clearly evidence desired outcomes and required provision. The school may work with outside agencies, parent/carers and the learner. The plan is usually reviewed on at least a termly basis with progress and next steps clearly noted.

-Highly personalised support/intervention- Education Health Care Plan: This includes specialist provision for a minority of learners where it is necessary to provide highly tailored interventions to support their academic progress and/or personal development. Learners receiving this intervention and/or access to specialist external support (on a 1:1/small group basis) are identified as having highly focused "SEN support". Learners may need to undergo a holistic statutory assessment of their needs which may result in an Education Health Care Plan (EHCP) being applied for, agreed and issued by the Local Authority. Evidence in support of an EHCP needs to be gathered and clearly documented through the graduated approach; assess, plan, do and review cycle and noted within a young person's APDR.

For further information regarding this process, follow the link:

<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx>

If the LA's Special Needs Assessment Team agree to progress with the request a pathway for new assessments is followed:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=H2NHUGE_yzY

The list below is an example of the various targeted and specialist provisions available to our learners as part of the graduated approach:

Cognition and Learning:

Literacy intervention
Maths Intervention
Dyslexia Gold
Reading group
Precision teaching
Coloured overlays
Shared access to in class support
Access to ICT device for some learning

Communication & Interaction:

NELI (App 1)
Blank levels
Speech and Language targets
Lego therapy
Mentoring for pupils with ASC
Communication cards
Lunchtime support

Social, Emotional and Mental Health:

Emotional regulation sessions
Hope Programme
Counselling referrals
Inclusive PSHE curriculum
Education Welfare Officer
Behaviour Support Services
Trusted adult support
Well chosen seating plans

Physical & Sensory:

Sensory breaks
Sensory diets
Fidget toys
Fine motor skills
Touch typing
Reasonable adjustments to rooms
Seating plans
Guidance from Hi/Vi team

In addition, St John's promotes the recommendations made by the Education Endowment Foundation (EEF) in their support and teaching of students with SEND.

See link below

https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

How are pupils supported with transition?

During the summer term, prior to admission in Nursery or Reception, our Early Years team work collaboratively with any previous setting, parents and outside agencies to build a full picture of a child's needs. For children that have an EHCP or require specific transition support, additional sessions are scheduled throughout the summer term offering parents and their children the opportunity to familiarise themselves with St John's, key staff and our provisions is available.

We work closely with local Middle Schools and the same system is followed for those pupils leaving us in Year 4.

Having up to date and detailed APDR documents means that transition between year groups and key stages is smooth. Staff have all the relevant information on current support strategies, as well as an archive of previously used interventions and resources and a full history of assessment and progress made by the pupil.

Information about transitions is shared with parents and pupils at the earliest possible date so preparations can begin both in school and at home.

How are resources allocated to meet pupils' needs?

St John's supports to need, not label - Students do not require an identification of a condition in order to receive support. The **Notional SEND Budget** is used to ensure all students on the SEND register, or those that are undergoing a period of monitoring, receive the support that they need. This money is not allocated to individual students and is used to fund the costs of support staff, interventions and resources. Those students with an EHCP receive the support specified in their individual plan and have a provision map detailing how support is allocated.

How do we report back to and collaborate with parents?

All learners will receive progress reports throughout the school year having undergone assessments detailing their attainment, effort and achievements from across their subject areas. Should teachers, pastoral staff or parents/carers have any interim concerns, home to school contact is essential in order to swiftly intervene and identify appropriate support/ways forward.

Parent/carers also have the opportunity to contribute to their child's APDR which is completed by the class teacher, in collaboration with the pupil, support staff and SENDCo.

Parents of a child with an EHCP will also be asked to contribute to their annual review. This is managed by the SENDCo.

How do we collaborate with pupils?

All learners will receive progress reports throughout the school year having undergone assessments detailing their attainment, effort and achievements from across their subject areas. Should pupils be concerned about their results, they can discuss with their class teacher in the first instance. This will be referred on if needed to the relevant person.

Pupils also have the opportunity to contribute to their APDR, which is completed by the class teacher, in collaboration with subject teachers, pastoral staff, support staff and SENDCo.

Pupils with an EHCP will also be asked to contribute to their annual review. This is managed by the SENDCo.

How is SEND provision evaluated?

Both our school provision and external support for learners with SEND are regularly monitored. This is embedded within the Trust and whole school quality assurance processes, performance management cycles, and is an aspect integral within our regular teaching and learning review systems. Attendance is tracked regularly, as is behaviour. Progress data is collected and analysed on a termly basis and reported on to our Local Governing Body. All findings follow a robust process, they are then actioned and closely monitored by senior leaders to ensure desired outcomes are achieved for our learners.

How do I contact the SENDCo?

In the first instance should a parent/carer have a query they would like to raise regarding their child's needs, we ask that they make contact with the class teacher. The class teacher will refer on if needed.

If you would like to, you can contact the SENDCo directly the office can provide an email address. A face to face meeting or phone call can be arranged if needed.

How do I make a complaint?

We take parent/carer concerns seriously and will act upon these on an individual basis. In the first instance we would always ask that a parent/carer raises their concerns with their child's class teacher. Should they have any specific questions/queries thereafter regarding their child's support or provision contact should be made with the SENDCo either via the school office. If a parent/carer is still unhappy about the resolution of their concern or if it is of a more serious nature, then this should be raised with the Headteacher. More guidance regarding the school's complaints procedure can be found on the school's website or can be requested from our school reception.

Linked Policies and Documents:

- SEND Policy (SJFS)
- Safeguarding Policy (SJFS)
- Health and safety policy (PVAT)
- Equality information and objectives (public sector equality duty)
- Accessibility Plan (SJFS)
- Supporting pupils with medical conditions policy (PVAT)
- Pupil Premium Policy (SJFS)
- Speech and Language Pathway (SJFS)

Where can parents/carers go for further support?

The SENDCo can be contacted via the school office.

Staffordshire SENDIAS Service

Telephone: [01785 356921](tel:01785356921)

E-mail: sfps@staffordshire.gov.uk

Website address is <https://www.staffs-iass.org/home.aspx>

Parent In The Know

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Staffordshire's local offer

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Staff responsible:

SENDCo, Jacqui Williams

Headteacher, Emma Challiner

SEND Governor, Scott Williams

Review date:

[MindEd for Families - https://mindedforfamilies.org.uk](https://mindedforfamilies.org.uk)

MindEd is a free learning resource for the mental health of children, young people and older adults.

[The National Autistic Society - http://www.autism.org.uk/](http://www.autism.org.uk/)

They are the leading UK charity for people with autism (including Asperger syndrome) and their families. They provide information, support and pioneering services, and campaign for a better world for people with autism.

[ADHD Foundation - https://www.adhdfoundation.org.uk](https://www.adhdfoundation.org.uk)

The ADHD Foundation works in partnership with individuals, families, doctors, teachers and other agencies to improve emotional well being, educational attainment, behaviour and life chances through better understanding and self-management of ADHD, ASD and related learning difficulties such as dyslexia, dyspraxia, Irlen's Syndrome, dyscalculia and Tourette's Syndrome.

[Down's Syndrome Association - https://www.downs-syndrome.org.uk](https://www.downs-syndrome.org.uk)

Children and adults with Down's syndrome are all unique individuals with their own personalities, family backgrounds and preferences that make them who they are. Here you will find answers to questions that we are often asked about Down's syndrome.

[British Dyslexia Association - http://www.bdadyslexia.org.uk/](http://www.bdadyslexia.org.uk/)

This organisation offers information, help and support for parents, children and adults with dyslexia.

[Royal National Institute of Blind People \(RNIB\) - http://www.rnib.org.uk/](http://www.rnib.org.uk/)

The Royal National Institute of Blind People (RNIB), the UK's leading charity supporting blind and partially sighted people. They offer practical and emotional support to those that need support, so they can continue living life to the full.

[National Deaf Children's Society - http://www.ndcs.org.uk](http://www.ndcs.org.uk)

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.

[CAMHS and Young Minds https://youngminds.org.uk/about-us/who-we-are/](https://youngminds.org.uk/about-us/who-we-are/)

Child and Adolescent Mental Health Services (CAMHS) is the name for [NHS](#)-provided services in the [United Kingdom](#) for children, generally until school-leaving age, who are having difficulties with their emotional or behavioural well-being.

[Relate - www.relate.org.uk](http://www.relate.org.uk)

Relate is the UK's largest provider of relationship support, and every year they help over a million people of all ages, backgrounds and sexual orientations to strengthen their relationships.

Appendix 1

Speech and Language Pathway

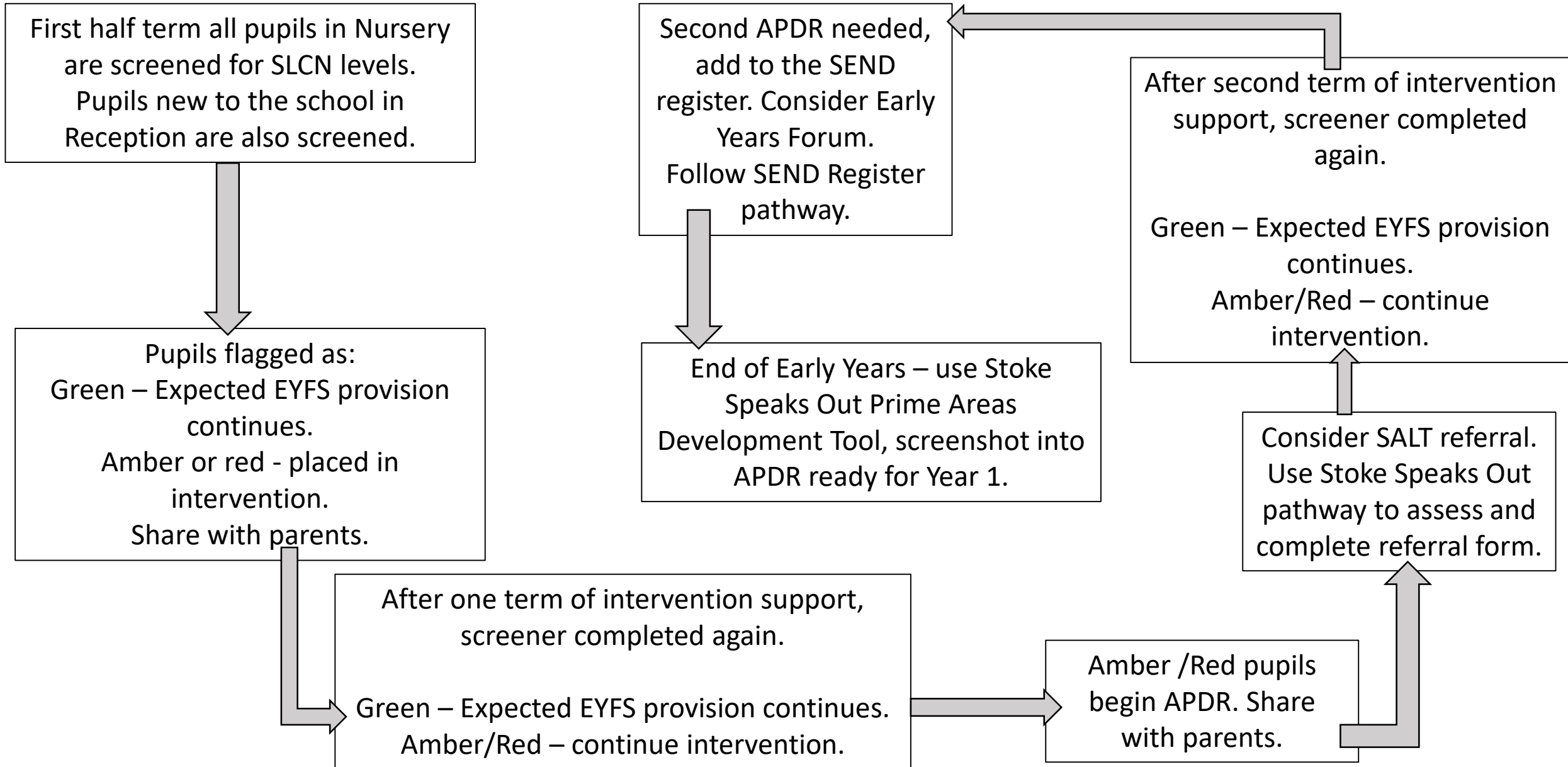
Rationale

One of the key areas of need within the PVAT schools is speech, language and communication needs (SLCN).

This document outlines the process each school follows in order to identify, support and refer pupils who need additional support.

In School System – identify, support, monitor, refer

This cycle begins for each new intake.



The list below is an example of the various targeted and specialist provisions available to our learners as part of the graduated approach for SLCN:

Stoke Speaks Out

NELI

Small group interventions

1:1 interventions

Speech and Language Therapist targets

Blank levels

Lego therapy

Communication cards

Makaton/Signing

<https://www.theberkeleycheshire.co.uk/communication-language-wellcomm/>

Where can parents/carers go for further support?

The class teacher can offer advice and support.

The phase leader can offer further support.

The SENDCO or headteacher can be contacted via the class teacher or school office.

<https://www.stokespeaks.org/>

<https://www.mpft.nhs.uk/services/speech-language-therapy-services-children>

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=kA3GYOhiDdE>

Staff responsible: Early Years Staff SENDCo Headteachers

5 Ways to be more Speech & Language Friendly in school



Visuals

- Is there a visual timetable?
- Is there lots of visual information in the classroom, i.e. display boards?
- Is there a clock?
- Are there clear areas for working i.e. book corner, tidy desks, labelled containers?

Attention

- Am I confident in getting the child's attention?
- Am I using eye contact to gain and maintain their attention?
- Am I talking for too long in one go?
- Do I have rewards for students who have paid good attention?
- Do I have items to use to get their attention i.e. a bell/beeper/shaker?

Support Comprehension

- Am I talking in short sentences?
- Am I using simple language?
- Am I talking with a slow pace?
- Can I break up longer pieces of information into 'chunks'?
- Can I give instructions as steps?
- Am I pointing to pictures when I'm talking?
- Can I help the student to relate this topic to their own life?
- Have I praised good efforts?

Offer Choices

- Are my questions open-ended?
- Can I re-phrase my question to have choices?
- Do I need to offer a forced choice i.e. is this a dog or a fairy?
- Has the student chosen a quick reward to do after this challenging piece of work?

Be Patient

- Am I allowing extra time for students to process and respond to questions?
- Have I allowed enough length of time (in weeks/months) for students to show progress?
- Am I offering opportunities for the student to ask me to repeat?
- Am I allowing myself time to think about the extra things I need to consider in order to help my student?
- Am I being patient with myself? It's not easy to remember all of these things and takes time to build confidence and experience.