

This report sets out information about our provision for children and young people with special educational needs and disabilities (SEND). This report is updated annually.

All children are individuals and their abilities in each area of the curriculum vary across a wide spectrum. Class teachers are used to providing lessons and activities which ensure good progress for pupils whatever their level of ability. However, there are situations where a child's needs are such that it is difficult for a class teacher to provide appropriately for them without additional and/or specialist support. This is usually when a child is described as having 'special educational needs'

About our school

St John's CE Academy - Primary Phase is a fully inclusive school and provides for children with a wide range of special educational needs including those with:

- Communication and Interaction needs; this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs; this includes children who have moderate learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs; this includes children with anxiety, or ADHD.
- Sensory and/or Physical needs; this includes children who have visual or hearing needs, or a physical disability that affects their learning.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- We monitor academic progress for all our children very closely and put in additional support whenever we feel a child is not making the progress we expect. Parents are kept informed of this intervention through meetings and parents' evenings. When a child continues to struggle, even with this additional support, more detailed assessments are made.
- Children are identified as having SEN(D) by:
 - Liaising with previous schools/settings, when children are already identified as needing additional support
 - Staff raising concerns regarding the child's progress across the school's academic and social curriculum
 - Parents raising concerns about their child's development and progress
- The school will then gather together information about your child from class teachers, key workers, teaching assistants, early years practitioners, parents, your child and perhaps outside professionals, and carry out further assessments, as needed, to build a profile of strengths and areas of need.
- Appropriate additional SEN(D) support will then be put into place to meet your child's

individual needs.

How will I raise concerns if I need to?

- Contact your child's class teacher/key worker or the Special Educational Needs and Disabilities Coordinator (SENDCo) who is Sandy Morris-Hornby and raise your concerns with them. This can be done via emailing the school office or telephoning the school.

How will school staff support my child?

- All teachers are teachers of children with SEN(D) and your child's class teacher is responsible for planning, supporting and monitoring your child's progress across the curriculum.
 - The SENDCo (Sandy Morris-Hornby) oversees targeted support and interventions as well as progress of all children who need additional support.
 - Teaching assistants/Early Years Practitioners may also work with your child, either individually or as part of a group within the classroom or through targeted interventions.
- Each child with SEN(D) has a Pupil Profile which details their strengths and areas of need, along with some individualised support strategies. Each child will have SMART targets set termly in agreement with the class teacher, the pupil and parents. Your child's progress will be shared and reviewed with you via SEND Review meetings three times per year.
- If a child needs specialist support the SENCO, in cooperation with parents, can arrange referrals. Many support services will assess a child and then provide the school with advice on how to best cater for a child's needs.

Who will explain this to me?

- The class teacher will meet with parents of SEN(D) pupils at least 3 times per year to discuss your child's needs, support and review their progress. This will be part of a 'formal review' of your child's progress and will involve updating and reviewing your child's Pupil Profile.
- For pupils with an Education and Health Care Plan (EHCP), there is a statutory requirement to meet each year for an 'annual review' of the child's needs. Parents are always invited to take part in these meetings and wherever possible (and appropriate) the child is there too. The views of parents and the child are a central part of the report that goes to the local authority. For further information, the SENDCo (Sandy Morris-Hornby) is available to discuss SEN(D) support in more detail.

How are the governors involved, and what are their responsibilities?

- The school has an SEN(D) Governor (Sarah Shackleton). This Governor ensures, through regular monitoring and liaison, that the school's SEND policy is effective in practice throughout the school.
- The SENDCo reports to the governors to inform them about the progress of children with SEN(D). This report does not refer to individual children. Confidentiality is maintained at all times.

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

- We are committed to encouraging all children to become independent learners and to have a growth mindset with an 'I can' attitude to learning. This is reflected in both our school vision for all member of our community to Grow, Flourish and Fly as well as our curriculum drivers: Curiosity, Discovery and Creativity.
- Class teachers will provide scaffolding of learning and adaptive teaching to ensure the curriculum is taught to meet the needs of all children within their class.
- Class teachers, in liaison with Teaching Assistants/ Early Years Practitioners, implement the support strategies detailed on your child's Pupil Profile and/or EHCP.
- By individually planning for your child, we aim to meet their specific needs and ensure that they make progress across the curriculum.

How will I know how my child is doing and how will you help me to support my child's learning?

- When your child is identified as needing SEN(D) support, a Pupil Profile will be produced, in consultation with you as parents/carers, which details your child's strengths and areas of need, as well as support strategies and intervention programs.
- Your child's progress is then monitored on a termly basis against personal targets and Early Years Framework/National curriculum levels for your child's age and stage.
- You will be invited to be involved with the formal review of your child's progress with the class teacher, three times per year and to contribute to planning for your child's support for the following terms.
- We believe that your child's education should be a partnership between parents and teachers and therefore you are welcome at any time to make an appointment with the class teacher and/or SENDCo to discuss any concerns you may have.
- Sometimes, we may refer to outside professionals, with your permission. You will receive reports from these visits which many include advice for how you can help support at home.

How will you help me to support my child's learning at home?

- Through the termly review meetings, we will share with you some ideas to support your child's learning at home.
- We may also provide workshops/booklets for parents, which focus on specific areas of the curriculum, such as phonics, handwriting, maths etc. or give more information about different areas of Special Educational Needs.
- Class teachers and the SENDCo will be happy to share ideas and resources with you at any time.
- Home learning/homework is differentiated to meet your child's individual needs when needed.

What support will there be for my child's overall wellbeing?

- We are an inclusive school. We celebrate diversity and provide a nurturing environment in which our all children, and their families, can learn to grow, flourish and fly during their time at school.
- All staff implement the school's Positive Behaviour Summary (which is available on the school website), which sets clear expectations, recognition routes and sanctions across the school. This is based on the values of perseverance, trust and respect.
- We use the 'Family Links' scheme for our children in EYFS, and 'You, Me, PSHE' scheme for our children in Year 1-6. This covers the statutory aspects of the Relationships and Sex Education, and Health Education Guidance.
- Our provision is enhanced through trips and visits, enrichment events and assemblies which cover a range of social, moral and ethical issues as well as a range of pupil leadership opportunities for pupils across the school.
- Some areas of the school include access to sensory objects and activities as well as ways to promote mindfulness and reflection with the support of an adult.
- We also provide additional support for children who need to develop their social and emotional wellbeing through a wide variety of interventions which may include: Nurture groups following the Talk About program, Social Communication groups and a variety of sporting activities. Trained Teaching Assistants/ Early Years Practitioners may also support your child on an individual basis.
- For children with more complex Social, Emotional and Behavioural needs, Individual Behavioural Plans are written in collaboration with you and your child to detail specific support strategies and individual targets.
- Children are regularly discussed by the Inclusion Team to identify children who have been identified as needing short or longer term support to monitor their well-being.

What support is there available for increasing attendance?

- Attendance is monitored on a daily basis by the office staff.
- Kerry Cottrell (Head of School) or Sandy Morris-Hornby (Inclusion Lead), may contact you via telephone to offer support for your family should there be any concern regarding your child's attendance.

How does the school manage the administration of medicines and providing personal care?

- The school has a Medicines Policy (which can be found on our schools' website) regarding the administration of medicines on the school site.
- Parents should contact the school office if medication is recommended by health professionals to be taken during the school day. You will need to complete a Medicine's Administration form and any medicines taken will be recorded in your child's Tapestry Care Diary.
- A Medical Care Plan may be written with the information you have given us to ensure that your child's needs are met. Our Medicines Policy will be strictly adhered to and followed in these circumstances. Most of our staff are first aid trained and they receive regular updated

training on common medical needs including specific training in the administration of Auto-Injector (Epi) pen.

How will my child be able to contribute their views?

- Children's views are at the very centre of everything we do at school. Therefore, children are encouraged to express and share their views on a daily basis through discussions with Class Teachers, Teaching Assistants and Early Years Practitioners. They are also asked to contribute to the planning of their next steps during SEND reviews.
- Children are invited to attend Parents' Evenings.
- Children with EHCPs discuss their views, through a structured questionnaire, with teaching assistants or the class teacher and contribute to the planning of their next steps.

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

- Our SENDCo is a qualified teacher, has experience and expertise in managing SEN(D) within school and has undertaken the NASENCo qualification.
As a school we work with any outside professionals that we feel are relevant to meeting the individual children's needs including:
 - Educational Psychology Service
 - Special Educational Needs Support Services (SENSS)
 - Child and Adolescent Mental Health Services (CAMHS)
 - Oxfordshire School Inclusion Team (OXSIT)
 - School Nursing Team
 - Early Intervention Children's Social Care
 - Communication and Interaction support
 - Speech and Language Team
 - Hearing and Visual Impairment Teams
- This is a link to the Local Offer for Oxfordshire which you may find useful. It provides both school and parents with additional advice and guidance on what services/packages are available to support you and your child.
[Oxfordshire SEND local offer | Oxfordshire County Council](#)

What training have the staff had in supporting children with SEN and disabilities?

- All our teachers hold Qualified Teacher Status (QTS) with the exception of any members of staff who are in training, for example those following a SCITT style qualification.
- Many of our teachers and teaching assistants (TAs) are Team Teach trained to support children who may present with challenging behaviours.
- TAs who deliver interventions will have received ongoing training and support to deliver support programs. These include *Speech and Language, Communication and Interaction, Mental Health Support* and *Occupational Therapy* programs from a relevant specialist advisory teacher or therapist.
- The majority of our TAs have received training in delivering phonics, guided reading and maths interventions and are competent at assessing and monitoring progress in these areas.
- Our teaching staff and TAs have received training in how to support pupils with *Autism Spectrum Condition (ASC)* as well as many other areas of SEND.
- If your child has ASC, or is on the pathway for being assessed, you may be invited to attend the PUFFIN or SWIFT course which is run by school staff with support from the Communication and Interaction Team.

How will my child be included in activities outside the classroom including school trips?

- A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- Parents will be involved in the decision making about school trips and activities.

How accessible is the school environment?

- There is a school Accessibility Plan which can be found in the Policies section of the school website.
 - There are disabled toilets large enough to accommodate personal care needs such as changing of clothes throughout the school in addition to the dedicated Nursery Hygiene room. In addition we have disabled toilets equipped with bespoke facilities to meet the vast majority of physical needs.
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How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We hold *School Entry Planning* meetings with the pre-schools for children with identified SEND on transfer to school to ensure a smooth transition. Information about other professionals working with your children will be shared at the meeting and appropriate plans made for their support to continue at school. Visits will take place by school staff wherever possible to your child's current Nursery or Pre-School setting and additional visits to school may be encouraged and transition books are used.
- Transition between year groups within school is supported by meetings with the new class teacher and support staff. Your child may also receive a transition booklet for you to look at together over the summer.
- Teachers attend transition meetings at the end of the school year in order to pass important information about your child to their next class teacher.
- When children move from St John's CE Academy – Primary Phase to their secondary school, the SENDCo from each school meet, in conjunction with class teachers, to transfer all important information and to plan support. Often additional visits to the secondary school are planned, so that the children can get to know the new environment and the adults who will be supporting them. Parents are also encouraged to meet with the secondary school SENDCo. All paper and electronic records are transferred to the new school.
- If children move to another primary school, all important information will be transferred and where necessary the class teacher or SENDCo contacts the receiving school.

How are the school's resources allocated and matched to children's special educational needs?

- We have a team of highly skilled and trained Teaching Assistants/Early Years Practitioners who are funded through our SEN(D) budget to provide targeted interventions to meet children's needs.
 - The school may be able to apply for 'high needs' additional funding for children with the most complex needs. This funding is then used to ensure a higher level of support and resources for your child.
 - In some cases, an application for an Education, Health and Care Needs assessment (EHCNA) may be applied for if your child has high, complex SEND needs. If this is something that may be required, our SENDCo, Sandy Morris-Hornby would liaise with you and explain the step by step process.
 - The effectiveness of the extra provision is monitored by Governors via the Head Teacher's reports
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How is the decision made about what type and how much support my child will receive?

- The decision-making process is based on an Assess, Plan, Do, Review cycle which will involve school staff, parents, your child and outside professionals as necessary.
- If concerns are raised regarding your child's progress at the review stage, we will work in collaboration to ensure that more specialist assessment and/or provision is provided for your child.
- Should your child make good progress through the interventions and support given, then decisions may be made to remove additional support. Support would then be provided by the class teacher through Quality First Teaching.

What if I am not happy about a decision regarding my child's support? (Complaints Procedure)

- At every opportunity, it is our aim to work with parents to come to an agreement which meets the needs of a child. If you are unhappy about the provision/support provided for your child, we ask that you:
 - Firstly, share your concerns with the class teacher via emailing the school office / telephone discussion.
 - Then, discuss your concerns with the SENDCo (Sandy Morris-Hornby) using the same means of communication.
 - If you are not satisfied with the response from the above, please arrange to speak to Kerry Cottrell (Head of School)
 - If an agreement has still not been met on how best to support your child, please refer to the SEND Governor, Sarah Shackleton (contact via the school office)
 - Finally, if there continues to be an issue, the trust has a Trust SEND Lead (Ruth Ash) as well as a Trust Lead for Pupil Support (Leah Spiers), who can be contacted to discuss concerns and to assist in finding a way forward.
 - You may also like to make contact with SENDIASS (Special Educational Needs Independent Advisory Support Service). The contact details for this service can be found at the bottom of this report. They are able to offer free and independent advice.

Who can I contact for further information?

- The first point of contact would be your child's class teacher to share your concerns through emailing the school office or arranging an appointment in person.
- You could also contact our SENDCo, Sandy Morris-Hornby, through emailing or telephoning the school office.
- Additional information can be found in our SEND policy on our website.

Who should I contact if I am considering whether my child should join St John's CE Academy?

- Contact the school office to make an appointment to arrange a meeting and tour with the Executive Headteacher – Rick Holroyd, Primary Head of School – Kerry Cottrell, EYFS Lead/Acting Head of School – Vanessa Hope or Inclusion Lead/SENDCo, Sandy Morris-Hornby
- Office-Pri@SJO.CambrianLT.org or telephone us on 01235 933303

Here are some useful websites to find additional information on SEND and support that is available within our local area:

[SEND services provided by Oxfordshire County Council](#)

[Click here to access Oxfordshire's guide to SEND](#)

[SEN in Oxfordshire in the Family Information Directory](#)

Oxfordshire's accessibility strategy can be read at [here](#).

[SENDIASS in Oxfordshire](#)

Other Useful SEND Websites and Links

[Special Needs Jungle – A website run by parents, for parents – <https://www.specialneedsjungle.com>](#)

[Autism Family Support Oxfordshire <http://www.afso.org.uk/>](#)

[Autism Education Trust – <https://www.autismeducationtrust.org.uk/>](#)

[ADHD Foundation – <https://www.adhdfoundation.org.uk/>](#)

[Child and Adolescent Mental Health Service \(CAMHS\) – <https://www.oxfordhealth.nhs.uk/camhs/>](#)

***Updated by S. Morris-Hornby (Inclusion
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