

How does St John's CE Primary School support the progress of pupils with Special Educational Needs?

Our SENCO

Our school Special Educational Needs Co-ordinator is Mr. M. Corser. He can be contacted via the school office or by telephone 807495.



Our SEN Provision

"Everyone matters in God's world".

In line with our mission statement, St. John's School aims to encourage each child to do their best and achieve their potential.

To achieve this, some children may need additional special needs provision.

This provision may include:

- ✚ Differentiated curriculum
- ✚ Small group work
- ✚ Teaching Assistant support in all classes
- ✚ Specialist Support Assistants
- ✚ Learning Mentor support
- ✚ Intervention programmes
- ✚ Access to external agencies for specialist support and advice

How will we know if your child has a special educational need?



At St John's CE Primary School, teachers assess pupil progress throughout the year. Children's work is assessed three times a year for reading, writing and maths as part of the whole school assessment policy.

These assessments form the basis of Pupil Progress Meetings with the teacher and a senior leader in school. Individual children's progress is discussed at this meeting.

For some children, who may not be making as much progress as expected, intervention or "Catch Up" programmes will be discussed and implemented. For other children, it may be appropriate for school to ask advice of outside agencies; in these cases, parental consent will be sought.

There may be other times throughout the year that teachers have concerns regarding a child who may have, or may develop an additional need. In this case, they will discuss concerns with the SENCO initially, who will in turn invite parents in for a meeting to plan a way forward.

Pupils and their parents or guardians are involved through the "Plan -Do -Review" cycle. Targets and progress are shared with parents to keep them fully informed about their child's learning.

All parents have the opportunity to attend parents evenings twice a year, and a written progress report is provided at the end of the academic year. The SENCO is available as well as the class teacher on these occasions.

The SENCO and class teachers are available throughout the year to discuss concerns with parents; a mutually convenient time will be arranged for the meeting and if appropriate, other professionals may be invited to attend.

How do we develop our overall teaching and adapt the curriculum to include all pupils?

At St John's, we have high expectations of our children, recognising all educational achievement, and providing an inclusive learning environment that meets the needs of all children, enabling them to reach their potential.



Our Senior Leadership Team (SLT) and subject leaders ensure that teaching observations are undertaken and that teaching staff and consistent in employing our teaching and learning policy.

Termly pupil progress meetings, between teaching staff and SLT, assist in identifying children's specific learning needs and any subsequent interventions that may be needed or planned.

Our assessment of the children's learning is paramount. Individual learning needs are assessed, enabling teachers to deliver a creative curriculum in a vibrant learning environment.

Children are empowered to develop independence, and knowing how to improve. Teaching staff employ a range of teaching resources that support and extend children's learning; children are taught how to use these resources themselves to foster independent and collaborative learning.

Clear learning objectives and success criteria are identified for all pupils, creating personalised learning. Our pupils and staff are fully involved in deciding next steps in children's learning. Our marking and feedback policy celebrates children's success and identifies next steps for progress. Our pupils and staff practise peer and self assessment, enabling children to have a greater influence in directing their own learning



How is Progress Measured and Reviewed?

Assessment of pupils is undertaken throughout the year. Pupil progress data is submitted 3 times a year and the pupil progress meetings are led by the data that has been submitted.

The Senior Leadership Team (SLT) and the class teacher analyse the data looking for any issues or concerns. A professional discussion takes place, and the SLT will look at the steps that need to be taken in order to support a child or a group of children who are not achieving their targets or a child who is exceeding their targets. Any children who require additional support are identified at this point.

An overview of the interventions which are taking place for an individual child are shared with parents on parent's evenings. Every child has targets for literacy and numeracy. In order to meet the range of needs within the class, teachers use effective differentiation, appropriate interventions, Teaching Assistant support, small group work and learning mentor support.



How is a successful transition from one provision to another ensured?

Parents and carers of nursery children are welcome to visit the school prior to applying for a place. All children who are allocated a place at St John's are invited to school for an induction meeting. The Senco attends any transition reviews with nursery settings to ensure good information sharing and a smooth transition for new starters.

Parents are invited in to an Admission Meeting at the school where information will be shared. If a child has additional needs, the previous school will be contacted for further information.

Our local secondary schools make arrangements to see their pupils before transfer and our children visit their new high school during their last term with us. Pupils with additional needs may be offered the opportunity to make extra visits so they are comfortable and well prepared for year 7. Our support staff in school accompany the children on these additional visits.

Transition review meetings may be held with the secondary school to share information. This enables parents to meet the Senco for the high school and establish that key contact. This helps to ensure that your child's transfer to secondary school is as smooth and as problem free as possible.



How does the school secure additional services and expertise?

If the school needs to make a referral to seek extra advice and support for your child, as the parent/carer, you will be consulted first. Following this discussion, a referral to the appropriate service can be made; some services may require a parental signature for consent.

Referrals to appropriate service would be made by the Senco. This may include:

- + Speech and Language Therapy
- + Advisory Teacher
- + School nurse
- + Behaviour Advisory Teacher
- + Shine Therapy Services
- + Educational Psychology Service
- + Child and Adolescent Mental Health Service
- + Student Support Team
- + Pupil Welfare Officer
- + Physiotherapy
- + Occupational Therapy
- + Physical and Sensory Services



How are facilities accessed by all pupils?

Teaching staff employ a wide range of resources that support and extend pupils learning. Pupils are taught to use these resources themselves to foster both independent and collaborative learning.

In discussion with parents/carers, a pupils needs are identified and where appropriate, a referral to the relevant service will be offered or sign posting to other agencies.

How does the school measure the effectiveness of provision?

Each term, pupils are assessed using a combination of formal and focussed teacher assessments; the results for each child are collated and progress is measured. The data is then referenced at pupil progress meetings; each pupil is discussed individually.

Any areas of concern or less than expected progress is identified and discussed, taking into account the child's progress within the classroom as well as their personal circumstances such as changes at home or medical needs etc.

At these meetings, areas of need are identified and pupils are supported individually or in a group for further intervention if required.

Whether it is additional support for learning, behaviour or emotional well-being, the children are assessed at the start and then again at the end of the intervention program to check progress. The interventions are monitored by the Senior Leadership Team throughout to ensure the provision meets the needs of the children.

Pupils with Special Educational Needs are set individual targets which are reviewed as part of the cycle of School Additional Provision. Parents and carers are invited to reviews and contribute to target setting.



What expertise do staff have in school for children with SEN?

All staff have access to relevant training to support the needs of the school and to enhance their own professional development. Staff feedback to their colleagues, usually via staff meetings and specific Support Staff meetings.



- ✚ Training is accessed from the local authority and outside agencies. St John's is part of the Blackpool Teaching School Alliance, sharing good practice with our local primary schools.
- ✚ Teachers from St John's are involved in outside projects in Maths and Literacy.
- ✚ Our family engagement manager is trained as an ELSA (Emotional Literacy Support Assistant) to support children needing additional emotional support. She is also trained to support children who have suffered bereavement.
- ✚ Two support staff are trained in ABC (Attention, Balance and Co-ordination) who help support children with physical difficulties.
- ✚ Staff in school are Elklan trained, and St John's is accredited as a Communication Friendly School.
- ✚ Two staff are trained in IDS which supports children with literacy difficulties, including dyslexia.
- ✚ 3 members of staff are trained writing moderators for the local authority.
- ✚ All staff have had training in delivering reading and spelling/phonics programmes and these sessions take place on a daily basis.
- ✚ Teaching staff have had training from a member of SMT at Park Community Academy Special School regarding differentiation for all pupils.

Which extra curricular activities does the school offer?

Throughout the year, varieties of breakfast, lunch time and after school activities are available to all our pupils. These are wide ranging, and have included science club, choir, instrumental lessons, football, hockey, dance, IT, puzzle club, homework, choir, cooking, reading and gardening.

All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are made accordingly. Additional staff provide support at lunchtime, swimming and off site trips where necessary. Risk assessments are written to measure any potential dangers. Registers are kept for all extra-curricular activities and the hours attended count towards graduating from Blackpool Children's University.

Parents are kept informed about various clubs and activities both in and out of school within the local community.



How can I make a complaint?

If you wish to make a complaint then in the first instance please contact Mrs N. Galloway (Headteacher) on 01253 807495 or submit your complaint to Mrs Galloway in writing via the school.

For further information refer to our Complaints Policy.



How does the Local Authority support children and Young People with Special Educational Needs?

Click on the link below for the area wide local offer.

