SEND Information Report 2026-2027.

What kinds of special educational needs do we provide for?

The four broad 'areas of need' according to the Special Educational Needs and Disability (SEND) Code of Practice 2015 are defined as:

Communication and Interaction;
Cognition and Learning;
Social, Emotional and Mental Health Difficulties;
Sensory and Physical Needs.

In line with our mission statement, "Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow", we at St John's Primary School are committed to making our best endeavours to meet the special educational needs of pupils. Furthermore, we are committed to ensuring that they achieve the best possible educational and other outcomes and our practice reflects the principles outlined in the SEND Code of Practice 2015. We believe that every teacher is a teacher of every child, including those with SEND.

How do we identify a child with SEND and how do we assess their needs?

At St. John's CE Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting.
- Child performing below 'age expected' levels.
- Concerns raised by a parent.
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting engagement in learning.
- Consultations take place between class teachers, SENDCo and Teaching and Learning lead termly to monitor progress.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language or Educational Psychologist.
- Use of tools for standardised assessment.
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made in consultation with the SENDCo, Head teacher and the Local Education Authority.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.
There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

The progress of all pupils is tracked through the school Teaching and Learning lead, class teacher and SENDCo (Special Educational Needs/Disabilities Coordinator) meet each term to discuss progress based on that term's assessments. Those children who are not making progress or who are underachieving are identified and then possible causes discussed with the class teachers. Children who require support or individual targets are then identified and appropriate interventions put in place. Impact of interventions is then monitored.

Who is the SENDCO and how can we contact them?

The SENDCo (Special Educational Needs/Disabilities Co-ordinator) is Mrs Pickup

Telephone: 01282 421395

E:mail: ourschool@cliviger.com

How do we involve parents and consult with them about their child's education?

- School has good relationships with parents and has an open door policy where parents can drop in to discuss issues or concerns with the class teacher and SENDCo. Appointments to discuss individual SEND needs should be made through the school office.
- Induction evenings are held for new parents.
- Staff photographs with names and roles are displayed in both school buildings.
- Parents' evenings are held twice a year to update parents on progress and achievement.
- Parents of SEND children with Pupil Overview of Provision (POPs) are invited to termly review meetings on our POP review days. They meet with the SENDCo and class teacher (and in the summer term, the next class teacher) to discuss progress, difficulties or barriers to their learning and to set new targets for the term. It may be decided that children who exceed their targets no longer require a POP and this can be agreed at the review.
- Parents are able to speak to teachers at the end of the day if there is information to be shared.
- For Yr 1 – Yr 6 a 'mini' report on a child's progress is sent home in December and in March.
- Drop in sessions for parents are available termly for Reception Class.
- Parents are invited to look at children's books after their child's class assembly.
- PSHE reports are sent home each term.
- End of year reports are sent home in July.
- Some children have home/school communication books to maintain contact on a daily basis.
- A school text service is used to remind parents of forthcoming events or any changes that have had to be made.
- Parental questionnaires are sent out each year.
- Parents are able to access school information through the school website, or via the school office if they prefer paper copies or enlarged texts etc.
- Newsletters, class topics, homework, policies, calendar dates, etc are all available on the website.
- Parents are invited to attend Family Fun Fridays for their child's class where they can participate in activities with their child and gain an insight into what their child has been learning.
- The CHSA (Church House School Association) organises evenings for parents, children and staff, as well as organising fund raising events and helping to provide opportunities and resources for children.
- Parents are represented on the Governing Body.
- Links to parent websites, adult learning, child care etc are available through the school website.

How do we involve and consult the children about their education?

- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- Pupil conferences, where each pupil meets with their class teacher, are held each term.

- Pupil interviews take place regularly with groups of children asking them to reflect on learning and teaching in different subject areas.
- Children who have POP's discuss their progress and targets when these are reviewed (age appropriate), as well as at termly meetings.
- If your child has an EHCP, their views will be sought before any review meetings (if appropriate) and they will be invited to attend all or part of the review meeting according to their particular needs.
- The School Council, including children from every class, meets regularly to discuss issues raised by the children. All children are provided with the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers.
- Pupil questionnaires are completed each year and results analysed.
- There are strong links with the local church, St John's. Children attend church regularly and the vicar comes into school to work with the children in the classroom as well as during worship.
- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- There is a nominated Governor responsible for SEND who meets regularly with the SENDCo. They also report to the Governors to keep all informed.
- On an annual basis extra curricular activities are reviewed to ensure they reflect the needs of the children, a calm club has recently been set up as a request of the pupils.

How do we assess and review the progress that children make and how do we involve them and their parents?

- See previous two sections for involvement of parents and children.
- Children are assessed by class teachers using a variety of tests, tasks and activities each term. Their progress for each term, year, key stage and whole school journey is monitored in order to inform future teaching and learning.
- The progress of all pupils is tracked through the school and the Teaching and Learning lead, class teachers and SENDCo who meet each term to discuss progress based on that term's assessments. Those children who are not making progress or who are underachieving are identified and then possible causes discussed with the class teachers. Children who require support or individual targets are then identified and appropriate interventions put in place. Impact of interventions are then monitored.
- For some SEND pupils smaller steps of progress are monitored using PIVATS.
- For those SEND pupils with more complex needs the Engagement Model and AET progression tracker is implemented following specialist advice.
- Parents of SEND children with POP's are invited to termly review meetings on our POP review days. They then meet with the SENDCo, class teacher (and in the summer term, the next class teacher) to discuss progress, difficulties or barriers to their learning and to set new targets for the term. It may be decided that children who exceed their targets no longer require a POP and this can be agreed at the review.
- The SENDCo liaises with parents and other agencies regularly and will organise annual review meetings for those pupils with an Education, Health and Care plan (EHCP). These include all agencies working with that child.
- The SENDCo also organises transition meetings for those pupils moving to new schools.
- Where the SENDCo is the Lead Professional, EHA or TAF meetings will be organised in order for all agencies involved with a child or family to get together and plan ways forward.
- The SENDCo monitors and reviews the impact of interventions, POP's and specialist teacher input each term.

How do we support our pupils with SEND as they start school, move on to high school or move to another school?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- A transition form is received from pre-schools and other schools prior to children transferring to St. John's.
- The SENDCo will visit settings and hold a transition meeting, where it is felt there is a need.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual program of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition.
- School has links and regular contact with receiving High Schools, particularly Unity College, Blessed Trinity and St. Christopher's.
- Staff from the High Schools visit pupils in Y6 and discuss transition with the class teacher, SENDCO and Designated Safeguarding Lead (DSL) if appropriate.
- High Schools may come into school to run workshops with Y6 pupils or may invite Y6 pupils to attend events at their school.
- SENDCo liaises closely with the receiving High school to discuss SEN pupils.
- Transition packages are developed to suit the needs of the individual pupil. This may involve additional visits supported by a TA, taking photographs and meeting staff who will be working with the pupil.
- Paperwork for SEND pupils is passed on to the receiving schools.

What is our approach to teaching children with SEND?

- In line with our mission statement, "Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow", we at St John's Primary School are committed to making our best endeavours to meet the special educational needs of pupils. Furthermore, we are committed to ensuring that they achieve the best possible educational and other outcomes and our practice reflects the principles outlined in the SEND Code of Practice 2015. We believe that every teacher is a teacher of every child, including those with SEND.
- The progress of all pupils is tracked through the school Teaching and Learning lead, class teachers and SENDCo who meet each term to discuss progress based on that term's assessments. Those children who are not making progress or who are underachieving are identified and then possible causes discussed with the class teachers. Children who require support or individual targets are then identified and appropriate interventions put in place. Impact of interventions is then monitored.
- Teacher observation, note keeping and gathering of evidence from a variety of sources are all vital in fully assessing a pupil. We also consider information from transferring nursery/school, parental information and family history, school based assessments, standardised tests, diagnostic assessments, learning styles, progress meetings, and the school's tracking system.
- Multi-sensory approaches are used by class teachers as appropriate.
- When children are identified as having difficulties, the SENDCo may also liaise with other agencies in order to access more specialised advice and support. E.g. specialist teachers, the Educational Psychologist, speech and language therapists, occupational therapists, paediatrician etc.
- The SENDCo liaises regularly with the school nurse in order to address any health issues or care plans in school.
- Teaching Assistants (TAs) work in every classroom to support the class teacher in ensuring all children are able to access the curriculum. They attend regular professional development and INSET days to keep them up to date with strategies and techniques which will be most effective for the children

they work with. TAs will also liaise with specialists or agencies and visit other settings when appropriate.

- Interventions include literacy and numeracy, phonics, reading, motor skills, speech and language and social skills as well as individual programmes as appropriate.
- Individual arrangements will be made for SEND pupils during SATS.
- If a child needs to be disapplied from SATs due to their SEN, this is also done.
- Details of all interventions taking place in school are recorded in the SEND office and indicate which pupils are working with which members of staff, when and for how long. The SENDCo and Teaching and Learning lead analyse progress and effectiveness of these interventions.

How do we adapt the curriculum and the learning environment for children with SEND?

- All work within class is adapted so that all children are able to access according to their specific needs. If the learner is identified as having SEND, we will provide support that is 'additional to' or 'different from' the approaches which are provided as part of high quality, personalised teaching. As part of the Code of Practice 2015, we will engage in the four stage graduated approach process: Assess, Plan, Do and Review.
- Children with a variety of difficulties may also be supported in accessing the curriculum by using alternative resources. For example, through the use of coloured backgrounds, texts or coloured overlays, IT equipment and new technology, radio aids, visual resources, PECS, boardmaker, makaton signs, pictures and labels.
- Subject leaders regularly review how our SEND pupils are accessing the curriculum in individual subjects, ensuring any barriers to learning are addressed.
- Teaching Assistant (TA) support is available in all classes and interventions or Pupil Overview of Provision (POP's) also provide support.
- Specialist teacher support may be bought in and this may include assessing the environment for children with specific difficulties, e.g. hearing, visual or mobility issues.
- Adjustments can be made to the height of classroom equipment e.g. to ensure table height is appropriate for the age of the children. If necessary new furniture is acquired to suit individual pupils. e.g. specialist chairs or tables. Support from Occupational Therapists ensures the correct use of this furniture.
- Augmentative communication aids are used where necessary, e.g. PECS, Widget software, communication buttons, Makaton, visual timetables, countdown strips etc.
- Laptops and I-pads are used throughout the school and accessibility features enabled for those children who require it. e.g. the I-pads may be adapted to allow children to speak into a microphone rather than typing on the keyboard.
- During SATs or other tests children may be supported by having a reader or a scribe or by being allowed additional time dependent on their difficulties.
- Children may use homework books or diaries to record what and when homework has to be done and handed in. This is sometimes adapted for those children who have organisational difficulties.
- The SENDCo in partnership with Specialist teachers will complete risk assessments for children with specific difficulties e.g. physical difficulties.
- 2 or 3 members of staff supervise children on the yard at playtimes and dinner times. Staffing is reviewed depending upon the SEND needs of the cohort.
- On educational visits, the correct ratio of staff to children is adhered to with a smaller number of younger children to each member of staff than older children. Children with an EHCP and some SEND children will have 1:1 support.
- An Accessibility Action plan is in place and reviewed annually, this is available on the school website.
- Wheelchair access to the main building is via the school office or via a ramp into Church House (school hall).
- There is a ramp into the playground, but the playground itself is on a slope so is not ideal for wheelchair users.

- The main building is a 2 storey building with no lift so the upper floor is not currently accessible for wheelchairs.
- The old building is accessible through the back door but is should be noted that the rear corridor is narrow so may not be accessible for all types of wheelchairs.
- Parking for the school is along the main road, although parents do also park on the car park of The Ram Inn opposite when dropping off and picking up. There are disabled parking spaces on this car park and parents are also requested to leave the first 2 parking spaces outside school free for disabled use.
- Disabled toilet facilities are available in both buildings and there is also a shower in the old building.
- Facilities are available to support children who need nappies changing and an Intimate Care policy is available.

How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- Our SENDCo attends regular update meetings and briefings and shares these with other staff members. The Teaching Assistants also meet with her for training purposes.
- The school also operates an internal training programme for support staff, facilitated by the SENDCo and Head teacher. Whole group sessions or bespoke support based upon the needs of both children and staff are timetabled throughout the year.
- Specific training held by support staff may include mental and written methods for maths, use of questioning, independent learning, guided reading and writing, precision teaching or supporting pupils with emotional/mental health needs.
- Subject leaders may also attend courses relating to SEND in their area.

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

- Our SENDCo has passed the National Award for SEND Co-ordination.
- Within the school we have a culture of sharing good practice and expertise which enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Health services including: GPs, school nurse, CFWS (Children & Family Wellbeing Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Family Support teams, social workers; educational psychologists and specialist advisory teachers, Behaviour Early Intervention Teams and ELCAS.

How do we know if what we provide for the children is effective?

- As a school we track and analyse the childrens' progress in learning against national expectations and age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track childrens' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- Pupil Progress Meetings are held each term between each class teacher and Teaching and Learning lead, and SENDCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed and agreed.

- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.
- The Head teacher and SENDCo report regularly to the Governing Body. We have a Link Governor who is responsible for SEND, who meets regularly with the SENCo and attends briefing sessions The SEND Link Governor also reports back to the Governing Body.
- The SENDCo liaises with parents and other agencies regularly and will organise annual review meetings for those pupils with EHCPs. These include all agencies working with that child.

How are children with SEND enabled to take part in all the activities available at school?

- All children, including those with more complex SEND, are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & 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 that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Each child's needs will be considered on an individual basis.
- Breakfast club is provided daily in school from 7.30 to 8:40am.
- After school club runs in school daily from 3:20pm.
- SENDCo monitors SEND pupils' use of clubs and activities and children are encouraged to take part as much as possible. Adaptations are made where possible to ensure inclusivity eg. transport, support.
- Christian values are an integral part of the school and children are encouraged to think about and use these values in their daily lives. Children are taught to show understanding and tolerance of others and to be a part of the school family at all times.
- Daily worship, RE and PSHE lessons allow children time to reflect on their values and to foster friendship and care.
- Year 6 pupils act as 'Gardeners' for the Reception pupils ('Seeds') to help them to settle into school.
- We have a team of 12 year 6 pupils who act as Sports Crew to help the children interact by playing team games etc.

How do we support children with health, including emotional and behavioural difficulties?

- Parents must complete medication forms at the school office if medication is required during the school day.
- We will only apply prescribed medication in school, if it is required more than 3 times per day.
- Medication is kept in a red bag in the classroom (unless it requires refrigeration) so that it can be accessed quickly when required. It is supervised by the class teacher or teaching assistant.
- A written record of medication given is kept, including date, time, dose and who by.
- Care plans are drawn up by the SENDCo and parents, incorporating advice from the School Nurse or a Specialist Nurse as appropriate.
- Care plans including photographs of the children and contact details are kept in the SENDCo's office as well as in the classrooms with medication and in the school kitchen.
- In the case of a 999 emergency staff will also contact parents and make written records of procedures. At least 2 members of staff will stay with the child until parents and medical staff arrive.
- Most staff have first aid training which is updated every 3 years. Key staff have paediatric first aid training.

- SENDCo will liaise with outside agencies if additional services are required, e.g. speech and language, occupational therapy, counselling service.
- 'Bumped head letters' are sent home on the day of any incident and parents may be contacted by phone if necessary.
- The school has adopted the Behaviour Policy available on the school website. If a child has significant behaviour difficulties, a Pupil Overview of Provision (POP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school has previously worked closely with outreach services, providing support in school and sometimes short stay provision for pupils at great risk of exclusion. Behaviour specialist teachers are also accessed.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head Teacher who may involve Children's Services if this becomes a concern.
- Where attendance has dropped below 90 %, a meeting with the head teacher is arranged and a parent contract put in place.

How do we deal with bullying and make sure children with SEND can tell us if they are having a problem?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- Christian values are an integral part of the school and children are encouraged to think about and use these values in their daily lives. Children are taught to show understanding and tolerance of others and to be a part of the school family at all times. This is reinforced by events such as 'Respect for All' week in school.
- Daily worship, RE and PSHE lessons allow children time to reflect on their values and to foster friendship and care.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. CPOMs is used to alert appropriate staff to any issues that arise and appropriate actions.
- Designated Safeguarding Leaders meet on a termly basis to review any incidents of bullying in school.
- The Year 6 'Gardeners' help the younger children to settle in and interact with their peers and a friendship bench is available in the playground. We deal with bullying and make sure children with SEND can tell us if they are having a problem.
- A copy of our bullying policy is available on the school website.

What arrangements do we make for supporting children who have SEN and are in the care of the local authority?

The SENDCo is also the designated teacher for Looked After Children. She will attend training sessions in order to keep updated and shares this information with staff in school. Liaison with Social workers and attendance at review meetings takes place as appropriate. PEPs are used to set educational targets and reviewed regularly. Individual provision plans are used to apply for additional funding from the authority.

What should I do if I have a concern or complaint about the provision for my child?

Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs and Disabilities Co-ordinator) Mrs S. Pickup. Appointments can be arranged in person, by phone or by email.

Phone: 01282 421395

Email: ourschool@cliviger.com

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance;
- General information relating to SEND can be found on the school website, including within the SEND policy.
- Further information is available from the SENDCo (Mrs S Pickup), Head teacher (Mrs Healey) or, in exceptional circumstances, the SEND Governor (contactable via the School Office).
- The school has a complaints policy and procedure, which is available on the SEND section of the school website;
- You might also wish to visit the following websites:
- Lancashire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/
- Contact Parent Partnership Service (Lancashire SENDIASS): https://www.sendiass.org/
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/