



## SEND Support Leaflet

### An Information Guide for Parents and Carers

St John's Catholic School and Sixth Form College's practice is guided by the SEND Code of Practice: 0-25. At St John's we aim to create a safe, happy and respectful learning environment where every child is encouraged to aspire to reach their potential.

#### **What is the SEND Code of Practice?**

The SEND Code of Practice is a national document which all schools must refer to when making decisions relating to students with Special Educational Needs (SEN) or disabilities. This helps to ensure that children have access to a similar system of support, whichever school they attend.

#### **What are Special Educational Needs?**

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning, in order to ensure that they make progress.

The Code of Practice says:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made... A child of school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of the same age in local schools, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

There are four broad areas of SEN need. These are:

- Communication and Interaction (including autism)
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These difficulties can be barriers to learning and a child may have needs that fall into one or more of these categories. Children, who need extra help with their learning, may receive additional support under one of the following categories:

- SEN support
- An EHC plan

### **What are St John's Values and Expectations with regard to students with SEND needs?**

At our school, there is a shared expectation that responsibility for the provision of students with SEND is an integral part of whole school provision. All students, regardless of their specific needs, should be offered inclusive quality teaching, which will enable them to make the best possible progress and feel that they are valued members of the wider school community.

### **What does the school do to help?**

As a school, we assess all children to identify their strengths and needs to determine how they can best be supported. All children learn and develop in different ways and their needs may change over time. Teachers recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. This is called Quality First Teaching and is something schools must provide for all children.

At St John's, support is offered in a graduated approach, taking the form of a four-part cycle:

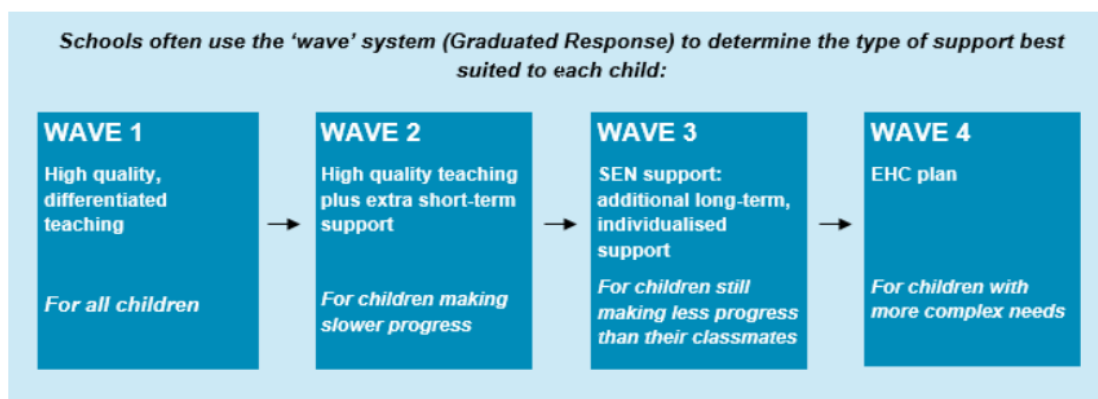
- Assess
- Plan
- Do
- Review.

We recognise that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. This differentiation may involve modifying learning objectives, adapting teaching styles and ensuring access strategies. If, following appropriate teacher assessments and support, a child does not make satisfactory progress, the class teacher will make a referral to the SENDCO, who may carry out assessments and observations and then suggest next steps and additional ways in which the child can be supported.

Many children (Wave 2) may receive support or help in class through work, which matches the way they learn and / or short term 'interventions. Some children (Wave 3) will have extra help, on a longer-term basis, from members of school staff in order to accelerate progress and ensure they achieve the targets they have been set. They will be placed on the school's SEND register and targets will be set, monitored and reviewed as part of a review cycle.

A proportion of children (still Wave 3) may benefit from support and advice from other sources and specialists. They will have an individual targeted SEN support plan.

A minority of children (Wave 4) will have exceptional long term and complex needs and will require an EHC plan.



### **What is SEN support?**

If your child is identified with a special need, they will be placed on our school's SEN register. Before this happens, parents /carers will be invited to a meeting with the SENDCO where your child's areas of strengths, needs and proposed targets and support will be discussed.

At St John's, to support SEN children, we look at the individual child's barriers to learning and put the appropriate provision in place to remove those barriers.

SEN support might include:

- Extra help in the classroom
- Adapting and utilising different teaching styles
- Adapting resources to ensure they are accessible
- Small group or one-to-one learning, both within the class and as interventions
- Support from specialists such as speech and language therapists

Progress towards the targets set is monitored closely and adjustments to provision is made, as and when needed.

### **Who supports my child with their SEN?**

Every member of the school team is responsible for supporting children with SEN. Some key members of the SEND team are:

Mrs L Kreczak – SENDCO  
 Mrs C Davis – Learning Support Assistant  
 Mrs M Creamer – Learning Support Assistant  
 Mrs N Gough – Learning Support Assistant  
 Mrs A Smith – Learning Support Assistant  
 Mrs M Mangles – Learning Support Assistant

### **Who may become involved with my child from outside the school?**

Experts from outside agencies may be asked to assess your child's needs if, despite the support put into place, their progress is slow, and they continue to have difficulties. These assessments are generally focused on giving the school and parents/carers additional advice on the best way to support the child, rather than on giving a 'diagnosis'. The SENDCO will ask for your permission to seek additional advice from outside specialists such as health professionals, specialist teachers or an educational psychologist who would:

- Carry out further assessment of your child's needs
- Observe your child
- Provide advice to the school on how best to support your child
- Suggest resources that would help your child to make progress

Parents/Carers are, wherever possible, offered the opportunity to meet with these professionals to discuss the results of their assessments / observations.

### **Does the school get individual funding for my child's SEN needs?**

Unless a child has an EHC plan, the school does not receive specific funding for individuals, rather, part of the school's budget is for supporting students with special educational needs and disabilities. The amount each school receives is based on the number and age of students attending; this is known as 'per pupil entitlement.' An additional Notional SEND budget provides funding to offer extra support to students with additional needs, including those with SEND. The value of funding each school receives varies and is informed by a set of government indicators. A child with an EHC plan is allocated a set amount of 'top up funding' and this is used to give the provision outlined in their individual plan.

### **What are EHC plans?**

If your child's needs are very complex and long-term, the school may ask the Local Education Authority (LEA), in collaboration with you as the parent or carer, to carry out an education, health and care needs assessment. This is only appropriate for a very small number of students. Schools can make this request when they have undertaken a number of cycles of support and can demonstrate that they need more than £6000 to support the child's needs. Parents can also make their own request for an assessment directly to the LEA. Our SEND team and The Parent Partnership Service will be able to guide you through the process, should this be necessary. If the LEA agrees that an assessment needs to take place, it should be completed within 20 weeks from when it was requested. This assessment could lead to your child getting an Education, Health and Care (EHC) plan. This EHC plan brings all of your child's education, health and social care needs into one legal document. A child with an EHC plan will have termly reviews and an annual review at least every 12 months. Where a child is not reaching set targets or there are concerns with the progress against the EHC targets, an early review will be held.

### **Who do I talk to?**

We always recommend that you speak to your child's pastoral tutor or Head of Year first. This is because they know your child almost as well as you do! If needed, they will signpost you to the SEND team. If you need to speak to a member of the school's SEND team, please either call the school office to arrange an appointment or email the SEND team at: [SEND@stjohnsrc.org.uk](mailto:SEND@stjohnsrc.org.uk).

The school SEND team will always do all they can to respond to your concerns and will work in partnership with you and external agencies to ensure that we meet in a timely manner to discuss any issues. Immediate responses are not always possible due to teaching commitments and limited availability but please be reassured that we are working as hard as we can to ensure we can support all children and all families in our care.

### **How can I help my child?**

Research shows that children who make the greatest progress are those whose parents support the work carried out at school by:

- Making sure school knows about any major changes in your family or sharing your worries with us.
- Encouraging your child with reading, spelling and home learning.
- Continual encouragement and praise to keep your child motivated.
- Attending all meetings such as Progress Evenings and arranging meetings with the SENDCO if you have concerns. We will achieve the best results for your child if we work together.

Some other suggestions for specific SEN needs can be found here:

ASC/Autism	
Information Websites	<a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a> <a href="https://www.autism.org.uk/about/family-life/parents-carers.aspx">https://www.autism.org.uk/about/family-life/parents-carers.aspx</a>
Tips	<ul style="list-style-type: none"> <li>- Children with Autism need structure and routine. You can help them by using visual timetables to help them see what is happening at each step of the day, so they know in advance what they will be doing next. This will relieve some of their anxiety.</li>   <li>- You might want to set a specific place for them to do any work or tasks. Each child's workstation may differ slightly, so you could ask your child to help you set one up that will suit them.</li>   <li>- Prepare them for changes in routine.</li>   <li>- Help your children to recognise and name different emotions and feelings. You can do this by discussing their own emotions, how characters in books and on TV programmes might be feeling and how you might be feeling. Alongside naming the emotion, describe it and explain why you, they or fictional characters might be feeling like that. You can also do role play and guessing games, asking them to name the emotion and explain it.</li>   <li>- Use a 5 point scale to support children in managing their emotions.</li>   <li>- Use social stories and comic strip cartoons to help children understand different situations and perspectives and address inappropriate behaviour.</li>   <li>- Be aware of your child's sensory needs and support them in managing that need to help them learn e.g. sound reducing earphones if noise is a problem; comfortable clothes; keeping the area surrounding the work space clear to avoid over-stimulation etc.</li>   <li>- Play lots of games with your child to encourage social skills, such as taking turns and understanding about winning and losing.</li> </ul>
Resources	Visual timetable (see school website) Social stories and comic strip cartoons: <a href="https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx">https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx</a> 5 point scale: <a href="https://www.5pointscale.com/">https://www.5pointscale.com/</a>

	<p>Social skills games: <a href="https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills">https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills</a></p> <p><a href="http://autismteachingstrategies.com/free-social-skills-downloads-2/">http://autismteachingstrategies.com/free-social-skills-downloads-2/</a></p> <p>Example of how a workstation works:  <a href="https://www.google.com/search?q=asd+workstation&amp;rlz=1C1GCEA_enGB768GB768&amp;og=ASD+workstation&amp;ags=chrome.0.0l2j69i59j0l2.3665j0j8&amp;sourceid=chrome&amp;ie=UTF-8#kpvalbx=_px4XpK-ONCQ8gKs24egBA49">https://www.google.com/search?q=asd+workstation&amp;rlz=1C1GCEA_enGB768GB768&amp;og=ASD+workstation&amp;ags=chrome.0.0l2j69i59j0l2.3665j0j8&amp;sourceid=chrome&amp;ie=UTF-8#kpvalbx=_px4XpK-ONCQ8gKs24egBA49</a></p>
<b>ADHD</b>	
Information Websites	<p><a href="https://www.adhdfoundation.org.uk/information/parents/">https://www.adhdfoundation.org.uk/information/parents/</a>  General Info on ADHD - <a href="http://www.adders.org/info170.htm">http://www.adders.org/info170.htm</a>  Self esteem - <a href="http://www.adders.org/info79.htm">http://www.adders.org/info79.htm</a>  Managing ADHD - <a href="http://www.adders.org/info58.htm">http://www.adders.org/info58.htm</a></p>
Tips	<ul style="list-style-type: none"> <li>- Offer routines and structure</li> <li>- Create a quiet space for them to learn with no distractions.</li> <li>- Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around the room whilst they listen.</li> <li>- Ask them to do one task at a time</li> <li>- Provide checklists or visual timetables to support organisation.</li> <li>- Use timers to help with time management and build in frequent movement breaks.</li> <li>- Suggest rather than criticise (children with ADHD often have low self-esteem)</li> <li>- Provide lots of opportunities for exercise and movement.</li> <li>- Set up a reward scheme to encourage them and support them with their behaviour.</li> <li>- Build on success and help children to pursue more of what they enjoy.</li> <li>- Put clear boundaries in place.</li> </ul>
Resources	<p><a href="https://www.thebodycoach.com/blog/pe-with-joe-1254.html">https://www.thebodycoach.com/blog/pe-with-joe-1254.html</a>  Play games on consoles such as Just dance, Wii Sports to encourage greater movement from your child.</p>
<b>Dyslexia</b>	
Information Websites	<p><a href="https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child">https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child</a>  <a href="https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters">https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters</a></p>
Tips	<ul style="list-style-type: none"> <li>- It is important to encourage children to recognise and pursue the areas in which they excel (do more of what they enjoy) and support them with the areas they find difficult.</li> <li>- Allow children to use a word processor/laptop/chromebook to complete some written tasks. This highlights spelling errors and offers alternatives. If they cannot type, encourage them to learn, so that they are able to use a keyboard with more speed and fluency.</li> </ul>

	<p>-Play games to support memory and retention e.g. pairs, Go Fish etc. (see resource links for more ideas)</p> <p>-Enable children to access age related audiobooks to develop a love of reading. Encourage them to share what's happening in the story and share their excitement, wondering aloud what will happen next. This will also develop their vocabulary and comprehension, without them even realising that they are learning.</p> <p>-Do not make reading a fight. Encourage children to read one page and you read the next page. Read some books to them for pleasure and invite them to read a section if they want to. By developing a love of books and stories children will naturally want to learn how to read, so make the experience as pleasurable as you can.</p>
Resources	<p>Dancemat Typing – free beginners typing course for children.  <a href="https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr">https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</a></p> <p>Free Phonics games - <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a></p> <p><a href="https://www.weareteachers.com/working-memory/">https://www.weareteachers.com/working-memory/</a></p> <p><a href="https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters">https://www.understood.org/en/school-learning/learning-at-home/homework-study-skills/8-working-memory-boosters</a></p> <p>Free audio stories <a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a></p>
<b>Motor Coordination Disorder/Dyspraxia</b>	
Information Websites	<p><a href="https://dyspraxiafoundation.org.uk/">https://dyspraxiafoundation.org.uk/</a></p> <p><a href="http://www.movementmattersuk.org/">http://www.movementmattersuk.org/</a></p>
Tips	<ul style="list-style-type: none"> <li>- Allow children to use a word processor/laptop/chromebook to complete some written tasks. If they cannot type, encourage them to learn, so that they are able to use a keyboard with more speed and fluency.</li> <li>- Offer routines and structure</li> <li>- Create a quiet space for them to learn with no distractions.</li> <li>- Give them something to fiddle with whilst you are talking to them or you want them to focus. It can also be helpful to let them move around whilst they listen.</li> <li>- Ask them to do one task at a time</li> <li>- Provide checklists or visual timetables to support organisation.</li> <li>- Use timers to help with time management and build in frequent movement breaks.</li> <li>- Play lots of games with your child to encourage social skills, such as taking turns and winning and losing.</li> <li>- Help your children develop their fine and gross motor skills and core stability (see resource below)</li> </ul> <p><a href="https://dyspraxiafoundation.org.uk/wp-content/uploads/2013/10/classroomguidelines.pdf">https://dyspraxiafoundation.org.uk/wp-content/uploads/2013/10/classroomguidelines.pdf</a></p>

Resources	<p>Dancemat Typing – free beginners typing course for children.  <a href="https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr">https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</a></p> <p>Motor skills development:  <a href="https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf">https://www.lincolnshirecommunityhealthservices.nhs.uk/application/files/2915/2285/5110/1st_Move.pdf</a></p> <p>Social stories and comic strip cartoons:  <a href="https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx">https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx</a></p> <p>5 point scale: <a href="https://www.5pointscale.com/">https://www.5pointscale.com/</a></p> <p>Social skills games: <a href="https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills">https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills</a></p>
<b>Dyscalculia</b>	
Information Websites	<p><a href="https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching">https://www.sess.ie/categories/specific-learning-disabilities/dyscalculia/tips-learning-and-teaching</a></p> <p><a href="https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties">https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyscalculia-and-maths-difficulties</a></p>
Tips	<ul style="list-style-type: none"> <li>- Concentrate on one problem at a time.</li> <li>- Use lots of visuals and physical resources that the children can move around.</li> <li>- Include children in supporting you with everyday maths problems e.g. cooking, measuring, managing money etc.</li> </ul> <p><a href="https://blog.brainbalancecenters.com/2016/02/5-strategies-for-managing-dyscalculia">https://blog.brainbalancecenters.com/2016/02/5-strategies-for-managing-dyscalculia</a></p> <p><a href="https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dyscalculia">https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dyscalculia</a></p>
Resources	<p><a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a></p> <p><a href="https://www.10ticks.co.uk/">https://www.10ticks.co.uk/</a></p>
<b>Speech and Language</b>	
Information Websites	<p><a href="https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm">https://www.tamesidehospital.nhs.uk/our-services/community-services/speech-and-therapy.htm</a></p> <p><a href="https://www.thecommunicationtrust.org.uk/">https://www.thecommunicationtrust.org.uk/</a></p>
Tips	<p><b>Speech sounds</b></p> <ul style="list-style-type: none"> <li>- Model speech to the children by repeating words back to them correctly.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>- Give children time to process what you have asked and respond.</li> <li>- Use simple language and break instructions down into smaller steps.</li> <li>- Encourage children to answer questions, such as who, what, where, when and why when reading their books. Encourage them to tell you the story in their own words.</li> </ul> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>- Talk about all your experiences in detail, teaching new vocabulary all the time.</li> <li>- Discuss vocabulary in books, making sure the children understand the meaning of tricky words.</li> </ul> <p><b>Social Communication</b></p> <ul style="list-style-type: none"> <li>- Play lots of games with your child to encourage social skills, such as taking turns and winning and losing.</li> </ul>



	- Use a visual timetable and visual aids to provide structure and routines.
Resources	<a href="https://www.thecommunicationtrust.org.uk/">https://www.thecommunicationtrust.org.uk/</a> Continue to work on Speech and Language targets set by the Speech and Language Therapist (if already seen). <a href="https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/">https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/</a> Social skills games: <a href="https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills">https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-social-emotional-and-mental-health-difficulties/sen-friendship-and-social-skills</a>  <a href="http://autismteachingstrategies.com/free-social-skills-downloads-2/">http://autismteachingstrategies.com/free-social-skills-downloads-2/</a>

### Where can I go for more information?

- Contact the school If you have any questions about the support your child is receiving, or about SEN. Please speak to our SENDCO.
- See our website. The school’s SEND Policy and information report sets out more detailed information about the support available for children with SEN and disabilities. You can access this information on our website.

### External links

The Government’s SEND Code of Practice and a related guide for parents contain more information about the topics outlined in this leaflet:

- [SEND Code of Practice: 0 to 25 years, GOV.UK – DfE](#)
- [SEND: a guide for parents and carers, GOV.UK – DfE](#)
- [IPSEA](#) is a charity that helps parents and professionals to support children with SEN and disabilities
- [The Durham Local Offer](#) website can give more detail about SEND provision in schools in the Durham area

### Glossary of Terms

EHC plan:	Education, health and care plan
SEND:	Special educational needs and disabilities
SENDCO:	SEND Co-ordinator