

SEND Information Report

St. John the Evangelist Catholic Primary School



Approved on
June 2023
Review by:
June-July 2024

As part of the family of Bishop Hogarth Catholic Education Trust, our school has at its core, the virtues, and values of:

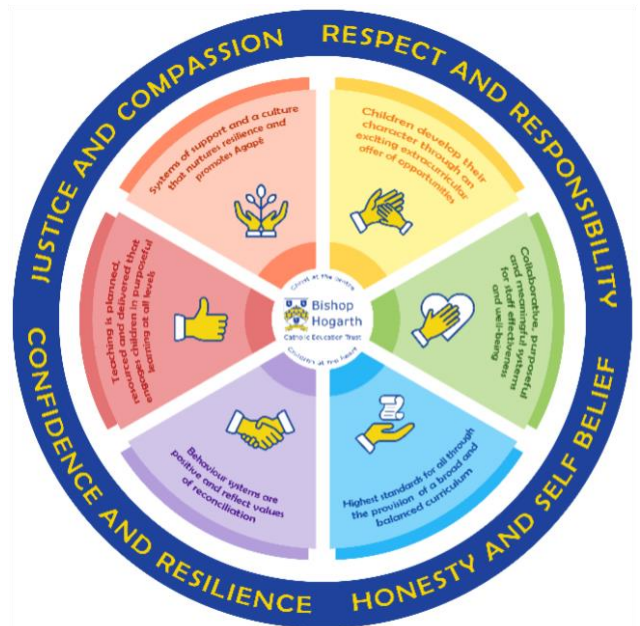
Respect for others and themselves, recognising that we are all created in the image of God and therefore must be **compassionate** towards others, especially the vulnerable.

Confidence in their own abilities, knowing that their talents are gifts from God and **resilience** to persevere when things become difficult.

Honesty in regard to the world around them and themselves and the ability to take **responsibility** for the times we may fall short of the mark.

Gratitude for all the amazing gifts from God and **willingness** to share their gifts both personal and material.

As an inclusive school, all teachers are teachers of pupils with Special Educational Needs & Disabilities. We deliver a curriculum and create an environment that meets the needs of every pupil within our school. We ensure that every pupil with Special Educational Needs and / or disabilities makes the best progress possible. We foster and promote effective working partnerships with parents / carers, pupils, and outside agencies. We consider the 'whole' child and strive to ensure that all our SEND pupils are prepared for adulthood.



Our school's approach to supporting pupils with SEND

At St. John the Evangelist Catholic Primary School, we are committed to providing a safe and secure environment where every child is encouraged to reach their full potential with regard to their spiritual, moral, social, cultural, academic and personal qualities. Our aim is that all children will grow in self-confidence, become responsible and caring members of society and develop a life-long love of learning. We aim to instil 'British Values' by making decisions together, developing an understanding that rules matter, ensuring individual liberty, and promoting mutual respect and tolerance. We intend that our delivery of the curriculum reflects these aims, through continuous evaluation of all that is done in school. The mission requires equality of opportunity and the cooperation of all stake holders in the school to foster a Christian atmosphere and an inclusive Catholic Community. St. John the Evangelist Catholic Primary School strives to be an inclusive school. Inclusion is central in the Catholic ethos and values of the school – a philosophy, which covers every child's rights and entitlement to the very best experiences education can offer.

The school is committed to constantly reviewing and evaluating its practices, systems and curriculum provision.

- Teachers are responsible for the progress of ALL pupils in their class. High quality teaching is personalised to meet every child's need. This is the first step in supporting pupils who may have Special Educational Needs and Disabilities (SEND). All children are challenged to do their very best. This is enough for most pupils to make progress.
- All children will be taught a broad and balanced curriculum; differentiated to the to the needs of each individual. Where children require extra support, specialist resources or extension materials, these will be provided wherever possible.
- All children are known well by their class teacher, who develops strong relationships with them. Good behaviour and work is rewarded. Behaviour Policy
- Your child can express their views in several ways, including via their house captain, school council representatives or directly to staff, e.g. their 'Key Person'. Buddies and mentors and the Mini Vinnies encourage all pupils to have a voice in school.
- We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed. 'Supporting Children with Medical Conditions Policy'.
- We run a wide range of extra-curricular clubs, including Colouring Club, Football, Basketball, Spanish, Mini Vinnies, Choir, Christmas/Easter Crafts Club, ...

How will the school staff support my child?

The graduated response-Identifying, planning for and supporting pupils with SEND

Where a pupil is identified as having a special educational need, School will follow a graduated approach which takes the form of cycles of 'Assess, Plan, Do, Review'.

- **Assess** a child's special educational need.
- **Plan** the provision to meet your child's aspirations and agreed outcomes.
- **Do** put the provision in place to meet those outcomes.
- **Review** the support and progress.



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

1. Assess

Identification – Your child will be identified as having SEND and/or a disability if they have significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.

- **First steps - if from our rigorous tracking and monitoring of your child's progress, it becomes apparent that he/she is not making expected progress then you will be invited to a meeting with their teacher and appropriate SENDCo (Miss Ruth McFaul or Mrs Katy Edwards) - where appropriate your child will be involved in this meeting. At the meeting, we will begin to explore the possible barriers to learning and you will be asked how we can best support your child.**
- **Observations and assessments will then be carried out and, if required, input from specialist services may be sought with your permission.**
- **Where appropriate your child may be placed on our school's SEND Support Register and a SEN Support plan will be devised by the class teacher that will set achievable targets. These will be reviewed and updated at least half-termly.**
- **EHCPs (Education, Health and Care Plans) will be used when a child's needs are deemed more complex and require the input from a range of outside agencies. This could be in the form of Educational Psychologists,**

Occupational Therapists or other professionals with an area of expertise, e.g. Autism. An EHCP helps to determine the level of educational, social and health support the child needs.

• If you are concerned about your child's progress or that your child may have SEN and/or a disability, please contact Miss Ruth McFaul (EY/KS1 SENDCo) or Mrs Katy Edwards (KS2 SENDCo) on 01642 643400

2. Plan

Our procedures are in line with the SEND Code of Practice (2014). The first point of contact is the class teacher, who has overall responsibility for the welfare of your child. Additional provision is planned carefully and overseen by Miss McFaul or Mrs Edwards, the SENDCos. It is implemented by a skilled team of teachers and supported by experienced teaching assistants.

SEND Resources: At St. John the Evangelist, we have an extensive range of different SEND resources and interventions available. These are closely matched to the needs of our children and their progress is monitored by the class teacher, the SENDCo, the Headteacher (Mrs Rea) and staff with specific curriculum responsibilities. Where provision does not result in adequate progress, as outlined in the SEND Code of Practice, the SENDCo should be consulted for advice.

3. Do

Our teachers are skilled at adapting teaching and learning to meet the diverse needs in each class. Daily planning considers individual children's needs and requirements and is annotated and adapted according to need. Explicit reference is made in the teacher's planning to the needs of those children identified with SEND. Adaptive teaching is approached in a range of ways to support access to the curriculum and ensure that all children can experience success and challenge in their learning. Grouping arrangements consider the different skills and abilities of each child. This ensures that learning is maximised. Additional adults support groups and individual children with the long-term goal of developing independent learning skills. The class teacher monitors this support to avoid students becoming over reliant on this. We fully encourage parental support and offer opportunities for individual meetings with parents/carers to provide clarity and recommendations on how they can support their child at home.

4. Review

If despite all steps taken, good progress is still not being made we will refer back to our graduated approach and increase/change support whilst continuing to monitor and review progress. It may also be necessary, at this stage, to consult with the expertise and specialist services secured by the school. Consultation sessions are held in the Autumn and Spring terms where you can meet your child's teacher to discuss and look at their work in different subject areas. A further opportunity is provided in the Summer term for you to discuss your child's end of year report.

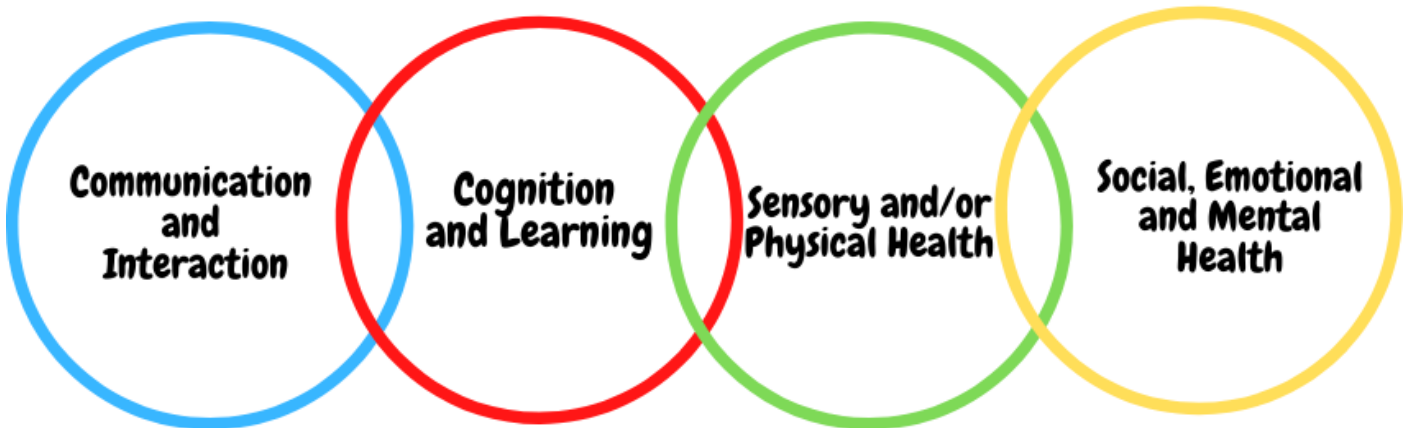
Parents that have children on the school's SEND Support Register, are invited to termly reviews of their child's SEN Support Plan. Your child will be involved in reviewing their targets with the class teacher or teaching assistant, and during the setting of new targets on a termly basis. If, of course, you would like to meet the SENDCo or your child's class teacher at any point during the term, this can easily be arranged. For every child who is in the care of the Local Authority (a looked after child - LAC), a Personal Education Plan (PEP) will be devised. This Plan will establish clear targets and actions to respond effectively to each child's needs and provide a continuous record of their achievements. This is the responsibility of Mrs Rea.

If your child has an EHC plan, you will be invited to an annual review of this plan with all professionals involved. This is usually held in school and arranged by the SENDCo.

Homework is given regularly, and your child may have the opportunity to access computer programmes to support their learning at home through the Class Dojo app, TEAMS and/or the school website. You are encouraged to support your child's learning at home.

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

The 4 Broad Areas of SEN



SEN needs are classified under four broad areas of need. Below are the strategies, in class support and interventions that school may put in place to support your child.

Communication and Interaction

Strategies to support children with these needs include:

- Access to small group and/or individualised interventions to develop skills in communication and interaction with others, e.g. Early Talk Boost, BLAST, Nuffield Early Language Intervention, Time to Talk, Socially Speaking...
- Visual timetables used in every classroom
- Flexible approaches to timetable
- Modifications to lunch and/or break times, e.g. duties, time change
- Access to additional aids/technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions, e.g. advance notice, familiar resources
- Mentoring and/or buddy systems
- One-to-one time with Specialist TA for Speech and Language following recommendations from Speech & Language Therapy

Cognition and Learning

Strategies to support children with these needs include:

- Regular, individually focused interventions, e.g. in reading, writing, phonics (RWInc.), maths, etc...
- Increased access to small group support in class
- Practical aids for learning, e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, individualised success criteria
- Increased access to IT programmes, e.g. Purple Mash, TTRS...
- Flexible groupings
- Access to technical aids e.g. spell checker, IT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, IT
- Curriculum/delivery adaptations to meet the learning needs of individuals
- Frequent repetition and reinforcement.

Sensory/Physical

Strategies to support children with these needs include:

- Access to time out/individual work area
- Mentoring/Buddy system
- Individualised rewards system
- Access to counselling services, e.g. nurture activities, Sunflowers CBT, Alliance – Trailblazer Project
- Mental Health support in school (Mrs Cox)
- Increased access to additional adults in and out of the classroom
- Supported transition programme with chosen secondary school
- Opportunities to develop Social and Emotional aspects of learning through small group work, e.g. Lego Therapy, nurture activities...
- ‘Future Steps’ Occupational Therapy services, e.g. Calming and Regulating programmes

Social, Emotional and Mental Health

Strategies to support children with these needs include:

- Occupational Therapy interventions supported by Future Steps
- Handwriting & fine motor skills intervention, e.g. Jimbo Fun
- Concrete apparatus available to support learning, e.g. Numicon materials (maths)
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum, sensory exercise equipment
- Sensory resources available e.g. wobble board, ear defenders, sensory bands
- Access to support for personal care, e.g. school nurse service
- Enlargement of resources and modified resources • Transcripts and IT software

What training is provided for staff supporting children with SEND?

St. John the Evangelist has a wealth of expertise from its staff over and above the qualifications needed for their jobs. Specialist services are always used when the need arises and the school feels it needs more support or advice to ensure a child fulfils their potential. The following is a snapshot of our expertise, but this evolves with changing cohorts of children:

Expertise in School:

- SENDCo – Miss R. MCFaull (EY & KS1) and Mrs K. Edwards (KS2)
- SEND Teaching Assistant/Mental Health Lead – Mrs Cox
- Speech & Language Specialist Teaching Assistant – Mrs Taylor
- Qualified First Aid Staff
- Epi-pen & asthma trained
- RWInc (Phonics programme)
- Early Talk Boost (S&L Intervention)
- BLAST (S&L Intervention)
- Project X Code (Reading Intervention)
- Jimbo Fun (Handwriting & Fine Motor Skills Intervention)
- Lego Therapy (teamwork/friendship)
- Sound Training (EAL Stepping Stones & Reading/Spelling programmes)
- Sensory exercise equipment (following Future Steps advice)
- Barnardo’s attachment training
- Anna Freud training – Mrs Rea and Mrs Cox (Mental Health)
- Time to Talk and Socially Speaking
- Restorative Practice Training – Mark Ralphs (Stockton LA)
- Trauma Informed Practice Training – Julia Rea – disseminated whole school
- Emotion Coaching (Louise Gilbert et al) - Louise Peacock – disseminated whole school

At St. John the Evangelist, we involve other bodies; including health and social care, local authority support services, charitable and voluntary sector organisations in meeting the children's SEND and supporting their families.

Expertise/Specialist Services secured by School:

- Alliance – Trailblazer Project
- Sunflowers Cognitive Therapy (CBT)
- Educational Psychologist
- Physiotherapists
- Occupational therapists
- Speech and Language therapists
- Visually/Hearing Impaired Service
- CAMHS – Child and Adolescent Mental Health Service
- School Nurse/Health Visitors/Dental Health
- Child and Family Services
- Daisy Chain - ASD support
- Fire Brigade/Bike-ability – road/fire safety interventions

How do we support transition in our school?

Transition within classes/key stages:

Information will be passed on to the new class teacher in advance and a triangulation meeting will take place with the new teacher, current class teacher and parents. This allows for a discussion between all parties and a record of strategies/interventions to implement to ensure a smooth transition to the next year group. Children who require additional support to ensure a smooth transition to their new class, will be included in a programme supported by Miss McFaull and/or Mrs Edwards.

Transition to a new school:

If your child moves to a new school within or at the end of an academic year, Miss McFaull or Mrs Edwards will contact the school's SENDCo to ensure he/she knows about any special arrangements or support that needs to be made for your child. If necessary, a meeting will be arranged with other professionals. Records held for your child will also transfer to the new school as soon as possible.

Transition to Secondary settings:

We work closely with all secondary schools in the area. The majority of our children move on to St. Michael's Catholic Academy or Northfield in Billingham. The transition process will begin early, usually in Year 5, for some of our more vulnerable children. Meetings are held for the transfer of essential information relating to SEN Support Plans, EHCPs, Child and Family Services and pastoral matters. Mrs Cox, our SEND TA, works closely with the SENDCo and Year 6 class teacher to support children who require additional provision during their transition period. We can also support you in organising meetings with secondary school staff if you wish to speak to them personally. When reviewing an EHCP for children in Year 6, staff from the secondary school will always be invited to the review meetings. During the last term of Y6, staff from St. Michael's and Northfield come to meet our Year 6 children and in addition to this, our Year 6 children attend their chosen secondary school for two transition days.

Where can I get further information about services for my child?

Stockton's Local Offer (Local Authority's Local Offer)

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page;jsessionid=A3E1969F6C4342271FD2482F66A87811?localofferchannel=0>

Special Educational Needs and Disabilities – A Booklet for Parents, Carers and Professionals:

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/service.page?id=bvHebGxg3L0&localofferchannel=0>

What key school documents refer to support and provision for pupils with SEND?

- SEND Policy
- Admissions Policy
- Supporting Pupils with Medical Needs Policy
- Accessibility Plan

Accessibility

With due regard to our admission policy, parental choice and accessibility of the school building all children with special educational needs who apply will be accepted by the school. All of the ground floor is fully wheelchair accessible. Disabled toilet facilities are located near the KS2 entrance. Communication with parents whose first language is not English is supported by advice from the Local Authorities English as an additional language (EAL) team. Key documents are also translated for these parents.

Activities Outside of School

St. John the Evangelist is an inclusive school and we will put in place appropriate support, whenever possible, to enable your child to be educated alongside their peers. This may include extra staffing and/or equipment. Staff who are arranging an offsite trip will discuss with parents and the SENDCo any requirements needed and the suitability of any trip which the school is taking part in. We will not stop your child from going on a trip due to their special educational needs and/or disability if the trip is suitable for your child and their safety and the safety of others is not compromised. [Equality Act](#) The Headteacher oversees all trips to ensure children are safe and included where possible.

What to do if you have a complaint, a compliment, or a query.

St. John the Evangelist Catholic Primary School, Cowpen Lane, Billingham. TS23 1LJ

Tel: 01642 643400

Mrs J. Rea - Headteacher

Miss R. McFaull – Early Years & KS1 SENDCo

Mrs K. Edwards – KS2 SENDCo

Name of school SEND governor: Mrs Rachel Williams

Website – <https://stjohnte.bhcet.org.uk>

Email – office@stjohntheevangelist.bhcet.org.uk

Stockton Borough Council website – www.stockton.gov.uk

Bishop Hogarth Catholic Education Trust – <https://bhcet.org.uk/>

Mike Shorten (Chief Executive Officer of BHCET) - Tel: 01325 254525

St. John the Evangelist, BHCET Complaints Policy [Complaints-Policy-Review-May-2025.pdf \(bhcet.org.uk\)](#)

St. John the Evangelist Special Educational Needs and Disabilities Policy (updated March 2021)