



## St John's C.E. (C) Primary School



Together in love we learn with

**Respect, Hope, Friendship and Forgiveness.**

### Special Educational Needs and Disabilities (SEND) Information Report

<b>Head Teacher</b>	Mr Aidan Blackburn		
<b>SENDCO's</b>	Mrs Jennifer Banham and Mrs Emily Brunton		
<b>Governor with responsibility for SEND</b>	Ms F. Sharpe (school address for correspondence)		
<b>Contact details</b>	St John's C.E. (C) Primary School, Boothroyd Lane, Dewsbury, WF13 2LP		
<b>Email (admin/SENDCo)</b>	<a href="mailto:sendco@stjohnsdewsbury.co.uk">sendco@stjohnsdewsbury.co.uk</a>		
<b>Telephone</b>	01924 325323		
<b>Local offer web link</b>	<a href="https://www.kirkleeslocaloffer.org.uk/">https://www.kirkleeslocaloffer.org.uk/</a>		
<b>Age range</b>	4-9 years		
<b>Funding</b>	Primary School		
<b>Number on roll</b>	183		
<b>% of pupils on SEND register – updated Jan 2024 census</b>	15%	<b>% of pupils receiving SEND funding</b>	6%

### St John's C.E. (C) Primary School Special Educational Needs and Disabilities (SEND) Offer

By displaying our SEND offer on our school website, we hope to share with parents and carers our intentions to offer a high-quality provision for all. We constantly strive to improve our service and we value your thoughts and ideas about our provision. We hope to serve our local community well, please do contact us if you have any queries, concerns or ideas about our SEND offer. We will always make the time to listen.

### Who has responsibility for SEND provision in school?



**Mr Blackburn**



**Mrs Banham**



**Mrs Brunton**



**Ms. Sharpe**

The Head Teacher has overall responsibility for SEND and, supported by the SENDCOs, ensures that the provision for children with SEND is appropriate and is meeting their needs and that resources are allocated appropriately. This said, we believe all teachers are teachers of SEND and that inclusive practice is the responsibility of all staff. Removing barriers to learning by providing high quality

teaching that is personalised and differentiated to meet the needs of our children is a priority for all staff at St John's. The Governing Body has a SEND governor who keeps up to date with relevant initiatives and developments in SEND and ensures that school is compliant with all statutory duties, including the sharing of SEND information with the full governing body – most commonly through the Head Teacher's Report.

**This offer was shared with Parents, Carers and the school community in May 2023 and was approved by governors in the Summer Term.**

### **Objectives of the School's SEND provision**

- To ensure access to a broad, balanced and relevant curriculum for all children.
- To identify children with additional needs and disabilities.
- To identify the nature of the additional need or disability and to implement appropriate learning, behavioural and social skills programmes to meet that need as far as resources will allow.
- To raise the self-esteem of children with additional needs and disabilities.
- To encourage a parent partnership and with it, involvement in children's learning.
- To promote effective liaison between staff, parents and outside agencies.

I am happy with the help and support my child receives at school. His needs are met very well and his voice is heard. When there are any concerns, he is comfortable in approaching staff. He has a shy personality so does not talk a lot; the teachers are aware of this so if he appears to be uncomfortable in class they will help him.

My son is really happy at St John's Primary.

Maryam, 2024

- To support staff in adapting schemes of work and provision for all children.
- To ensure continuity across the Key Stages.
- To ensure that SEND is represented in all aspects of school life.
- High expectations, appropriate assessment and deliberately ambitious targets are used in all classes.
- To ensure a clear approach to identifying and responding to SEND through assessment on entry and regular assessments of progress.
- To ensure children feel heard, valued, motivated and involved in their education.

I am excited to come to school and excited to see my teacher. My favourite thing about school is when I do English because I like writing a lot. I like Science too because every time I write in my book I feel so proud.  
I've got lots of friends and I love to play games.

I cannot thank you enough for everything everyone has done for my son at St John's. For the last 3 years he has improved so much. I see a big improvement in his learning, behaviour, social and communication skills. He is very happy at school and always to school with a smile on his face. Over the last year, my son has made friends and I know that he feels safe at school.  
Oksana 2024

In developing this offer, SEND children are understood to be those children with or without Education Health Care Plans who have a significantly greater difficulty learning than their peers or have a disability which prevents or hinders them accessing the facilities provided in mainstream schools. We provide support for children with a range of needs as defined in the SEND Code of Practice.

<b>Areas of Need as Defined in the Code of Practice</b>	
<b>Cognition and Learning (C&amp;L)</b> Examples: <ul style="list-style-type: none"> <li>• Specific learning difficulties such as dyslexia (SpLD)</li> <li>• Moderate learning difficulties (MLD)</li> <li>• Severe learning difficulties (SLD)</li> </ul>	<b>Social, Emotional and Mental Health (SEMH)</b> Examples: <ul style="list-style-type: none"> <li>• Social interaction difficulties</li> <li>• Withdrawn or isolated</li> <li>• Anxiety/depression</li> <li>• Displaying challenging/disruptive behaviours</li> <li>• ADHD</li> <li>• Autism Spectrum Condition (ASC)</li> </ul>
<b>Communication and Interaction (C&amp;I)</b> Examples <ul style="list-style-type: none"> <li>• Speech, language and communication needs (SLCN)</li> <li>• Developmental Language Disorder (DLD)</li> <li>• Autism Spectrum Condition</li> <li>• Elective or Selective mutism</li> <li>• Stammer</li> </ul>	<b>Sensory and / or Physical needs</b> Examples <ul style="list-style-type: none"> <li>• Visual Impairment</li> <li>• Hearing Impairment</li> <li>• Sensory Processing difficulties</li> <li>• Developmental Co-ordination disorder (DCD – Dyspraxia)</li> <li>• Mobility difficulties</li> </ul>

The school works in line with the Code of Practice principles in that:

- SEND issues are addressed.
- There is recognition of a continuum of needs and provision.
- Children receive the greatest possible access to a broad and balanced education.
- Liaison with the Local Authority, Health and Social Services will take place as appropriate to the need of the child and only after discussion with families.

### **Supporting SEND children in St John's C.E. (C) Primary School**

Children who have additional needs are supported in a number of ways:

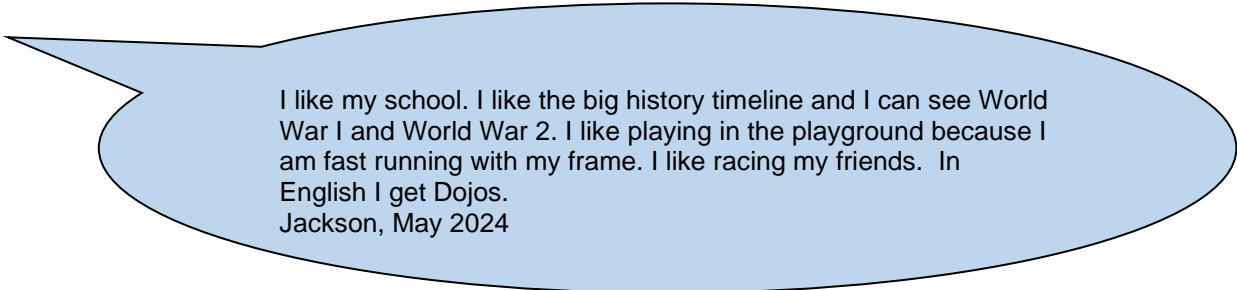
- The SENDCO's are actively involved in areas of transition across phases of education, ensuring that support is present for children who require it at key points. The SENDCO's will support class teachers as they develop additional education programmes and monitor their impact.
- The SENDCO's and class teacher will ensure support for families, carers and children and will ensure information is shared. Impact will be monitored through provision mapping, Individual Education Plans and, where appropriate, My Support Plans and Education Health Care Plans.
- A provision has been created as part of the reasonable adjustments identified in The Disabilities Act 2010. SENDCO'S and the Senior Leadership identify children in Key Stage One and Two who require additional support beyond what can be offered in the classroom. Some of the children also have intimate care and medical/ physical needs, which are also catered for in this small, focused learning environment.
- Teaching Assistants are placed throughout school to suit the needs of the SEND children in the first instance and offer general in class support, small group support and individual assistance. They break down barriers to learning in the class room and promote achievement at the highest level appropriate to the needs and abilities of all children.
- Resources are adapted to meet individual needs for example, large print worksheets, visual timetables, choice boards, and adapted furniture to allow access for all.
- Where relevant, bespoke 1 to1 and small group lessons are planned in order to impact positively on the most challenging areas of school for all individuals.

I am good at my work and really clever. I like outdoor learning with Mr Mac. When my work is hard I the teachers help me and then I can do it myself. I like school and school trips. I was brave on the school trip and it was fun.  
Hasnain, May 2024

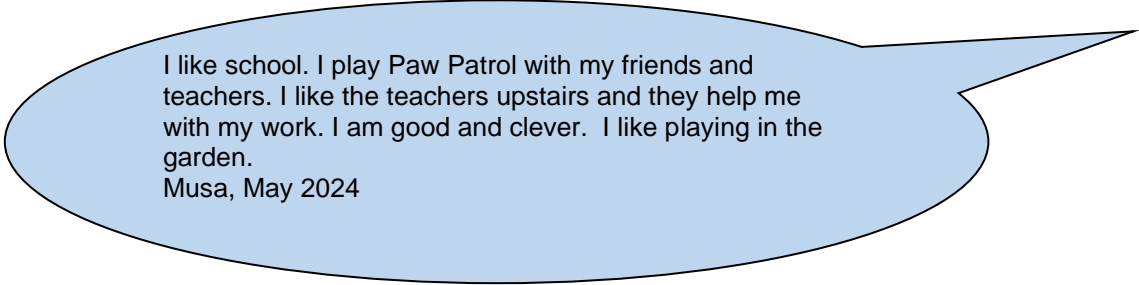
- Teaching assistants work closely with the class teachers and SENDCO's to ensure a continuity of provision and to ensure that all resources and activities are appropriate and are meeting the needs of the children.
- At St John's we have a range of highly skilled and motivated teaching assistants with experience in supporting children with Speech and Language difficulties, Social, Emotional or Behaviour Difficulties, Communication and Interaction difficulties, Cognition and Learning issues. Our teaching staff and several teaching assistants are Team Teach trained.
- Teaching assistants participate in all educational visits supporting all children and promoting inclusion at all levels.
- Our staff administer most doctor prescribed medicines with appropriate written consent and will provide support for children who self-administer.
- If there are any needs that cannot be met within normal school provision, St John's will endeavour to seek the support of partner agencies in developing an appropriate provision or securing alternative placements.

Partner agencies		
Educational Psychology Services	Visual Impairment Support Team	Hearing Impairment Support Team
Complex Communication & Interaction Team	Social, Emotional & Mental Health Support Teams	Paediatric Physiotherapy Team
Paediatric Occupational Therapy Team	Speech and Language Therapy Team	Cognition & Learning Team
Any others as required		

- At any point in a child's school career he/she/they can receive bespoke timetabling arrangements to meet his/her needs if this is deemed appropriate.
- At St John's we place great importance on our relationships with families. You know your children best and we value your opinions and advice regarding their education. We will make time to listen, ensuring an effective, supportive educational partnership.



I like my school. I like the big history timeline and I can see World War I and World War 2. I like playing in the playground because I am fast running with my frame. I like racing my friends. In English I get Dojos.  
Jackson, May 2024



I like school. I play Paw Patrol with my friends and teachers. I like the teachers upstairs and they help me with my work. I am good and clever. I like playing in the garden.  
Musa, May 2024

- Regular opportunities for assessing and reviewing the provision for individual children with parents, carers and children.
- All reasonable adjustments will be made to keep children safe and give individuals the best chance of success in all areas of school. This includes safety at breaks and lunchtimes and at handover times. We ensure appropriate staff pupil ratios at all times and will offer alternatives to outdoor play for those who need this.
- At St John's additional support is planned for, and provided by, the class teacher or a teaching assistant supervised by a class teacher. Where appropriate, advice from external agencies is incorporated into this additional support. The SENDCO'S will oversee all programmes and, together with the class teacher, monitor their impact. A record of all additional support is kept and reviewed regularly.
- For those children in school with a high level of additional need (EHCP) we receive funding to help them meet their individual targets.

**If you have a concern about your child's learning and progress:**

- Speak initially to your child's class teacher sharing your concerns, things that are not working well and how you feel things could be made better. All staff at St John's work hard to ensure that work is planned to meet the needs of all children and we welcome parents' input into this process.

- If your concerns continue, ask to speak to the SENDCO who will be able to share with you details of the provision in place and provide further suggestions, actions and possibilities.
- All concerns will be treated seriously and if they cannot be resolved advice will be sought from relevant outside agencies.

**Further information can be gathered from our SEND Policy. This is available to read on our website, alternatively a paper copy can be obtained from the school office. We will be happy to print a copy in any required text or to talk any parent through the policy.**

**Date of completion: 09.05.24**

**Next review: May 2025**