

# Our Local Offer for Special Educational Needs and/or Disability



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Headteacher: Jamie McMullan  
Academy address: Hobnock Road, Essington, Wolverhampton  
Telephone number: 01922 476695  
Email: office@stjohnsprimary.academ



# Our Local Offer for Special Educational Needs and/or Disability

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## How we identify and assess needs

### How will you know if my child or young person needs extra help? *(IRR)*

At St John's pupils with Special Educational Needs are identified as early as possible. We have robust systems for monitoring progress and achievement of all pupils to enable us to quickly identify where a pupil may require additional support. Professionals conversations are undertaken both within and outside of the Pupil Progress monitoring system in order that we are effective in meeting individual needs. Initial identification that a pupil may benefit from additional support typically comes from Academy staff working directly with pupils or from concerns raised by parents/carers. These concerns may be based on a pupil's wellbeing, their emotional or behavioural presentation, their academic progress in comparison to their peer group and age related expectations or their individual pupil profile against recognised characteristics of specific forms of SEND. We actively encourage staff to bring concerns to senior staff, including the SENDCo and have formal reporting systems in place, alongside informal discussions. Ongoing learning conversations are regular between staff who work directly with pupils.

Formally, we hold Pupil Progress meetings each term to assess progress of pupils and identify pupils who may not be making expected progress from their starting points. Pupils who are not making expected progress are discussed in detail to enable us to identify any barriers to learning – learning styles, specific difficulties, changes in circumstances, or specific needs, including subject specific. Pupils complete formal assessments each term with standardised and/or scaled scores being used.

When a pupil is identified as needing further support (or potentially needing support), teaching staff plan learning tasks carefully to match pupil's individual needs. Advice from the SENDCo is sought and conversations with parents are held. Discussions aim to focus on the desired outcomes for individual pupils and what additional provisions might be necessary to enable pupils to attain desired outcomes. Parent voice is an important part of this process and we welcome parent views and open discussions in regard to their child's needs educationally and in a wider sense. The pupil is placed on the SEND register and will be provided with an Pupil Progress Plan with individual targets based on specific needs. For some pupils, in addition to Quality First Teaching/class based approaches, a package of additional support might be offered. Sometimes it can be helpful to engage the services of other professionals. Pupils with the highest level of needs might be referred to outside agencies for further support and advice, eg speech therapy, health care. Educational Psychologist involvement is considered for those pupils with the highest level of needs and on a priority scale due to limited nature of Educational Psychology services.

In class, teachers have responsibility to ensure that learning is well-matched to the needs of individual pupils and differentiated learning tasks are provided, supported by the involvement of SENDCo advice/recommendations. Differentiated learning, alongside appropriate scaffolding and tailored approaches, is presented in order that all children are appropriately challenged but are able to participate at their level and with a degree of independence rather than reliance on adult support. In order to fully support pupils with additional needs, approaches may include:

- Alternative forms or recording work

### **How we identify and assess needs**

- Visual prompts
- Specialised equipment
- Small group or individual teaching
- Additional time to complete work

Where the pupil may require a higher level of support that cannot be accommodated within Quality First Teaching, small group and/or individual intervention may be offered.

For pupils with more complex needs a more personalised programme may be appropriate. This may include group or individual interventions on an academic or social level. Examples may include:

NELI language programme, speech therapy, Direct Instruction/Precision Teaching, Nurture Social Skills groups, Social Stories, Motor skills provision. This is not an exhaustive list.

#### Outside Agencies:

For those with significant or more complex needs, the Academy seeks the advice of specialists such as the Autism Outreach Team, Speech and Language Therapy Services, the Locality SEND Hub, Educational Psychology and/or support for Social, Emotional and Mental Health for example Action for Children Wellbeing or through the Mental Health in Academies service through our Mental Health lead- Angela Bradford.

### **What should I do if I think my child or young person needs extra help?**

If you have concerns you should discuss these firstly with your child's class teacher as the member of staff who will know their individual needs best. Open access to contacting teachers is encouraged and you may wish to speak directly with the class teacher, either by telephone or a face to face appointment. By requesting an appointment with the class teacher, this will enable time to be given to discuss concerns in full. It is important to fully share your concern, including any concerns you may have at home. The SENDCo, Mrs Jade Barber, may attend this appointment alongside the class teacher.

Throughout the academic year all parents and carers are encouraged to discuss their child's education. Discussions with class teachers and key staff, including the SENDCo may be sought either formally or informally during the academic year. All parents are encouraged to attend Termly Parental Consultations with their child's class teacher. The SENDCo has capacity to meet with parents on the SEND Register formally once per term with additional appointments available on request – these being prioritised according to level of needs. Easy access to contacting the SENDCo is provided by email: [jade.barber@stjohnsprimary.academy](mailto:jade.barber@stjohnsprimary.academy)

### **Where can I find the setting/Academy's SEND policy and other related documents? (IRR)**

The Academy website and specifically the SEND Padlet within the SEND section of our website holds all relevant information for parents/cares of pupils with SEND. <https://www.stjohns-eagle.com/>

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**How we identify and assess needs**

Policies can be found in the 'Policies' section of the website. Paper copies are available upon request from the Academy office. <https://www.stjohns-eagle.com/policies>

## Teaching, Learning and Support

### How will you teach and support my child or young person with SEND? *(IRR)*

There are four broad areas of SEND needs, as defined in the Special Educational Needs and Disabilities Code of Practice 2015:

Communication and Interaction  
Cognition and Learning  
Social, Emotional and Mental Health  
Sensory and/or Physical.

Teachers deliver quality first teaching, planning their lessons to meet the needs of all learners, including those with SEND. QFT may include additional general support from the teacher or teaching assistant. Where the pupils has needs related to more specific areas of their education such as spelling, handwriting, literacy and numeracy etc then the pupil may be placed in a small focused group or receive some 1:1 support. This support is provided and organised by the class teacher, who directs the teaching assistant. Specific targeted Interventions may be provided and these are regularly reviewed (at least termly) with joint input from the class teacher and teaching assistant to assess the effectiveness of the Intervention, pupil progress and to inform future planning.

#### SEND Support:

Where it is determined that a pupil may have SEND, parents will be informed of this, usually by the class teacher, and also informed that their child will be placed on the SEND register. This is usually done verbally and our aim is to work collaboratively with parents and families in order to best support their child's individual needs. The aim of formally identifying pupils needs is to help ensure that effective provision is put into place and remove/reduce barriers to learning.

The support provided consists of a four-part process - APDR:

Assess  
Plan  
Do  
Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables to identification of those Interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### Assess:

The assessment part of the APDR process involves analysing the pupil needs using class teacher assessment and experience of working with the pupils, details of previous progress and attainment, comparisons with peers and age related expectations, individual circumstances including outside factors that Academy may be

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aware of as well as seeking the views and experiences of the parents/carers. The pupils' views and where relevant, advice from outside specialist agencies will also be considered.

### Plan:

Planning will involve the drawing up of an Pupil Progress Plan detailing support and provisions aimed at removing barriers to learning whilst providing more tailored learning and support. Class teachers develop the Pupil Progress Plans for pupils in their classes, with advice and support from the SENDCo where required. Parents are part of this process and are encouraged to offer their viewpoints and experiences. We encourage parents to take an active role in supporting the Pupil Progress Plans at home and may provide additional resources to be used at home with pupils. Information in regard to individual pupil needs will be shared with relevant staff who teach them, this should include teachers and teaching assistants. Pupil Progress Plans are held in a secure central place in electronic format. Teachers and teaching assistants may make paper copies for the purposes of referring to/annotating the plans regularly – these should be stored securely (for example in class store cupboards) when not in use for referencing or annotation purposes.

### Do:

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class. They will work closely with and direct the teaching assistant, they will collaborate with specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupils' strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo/SLT.

### Review:

Reviews will be undertaken, usually termly. The review process will evaluate the impact and quality of support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo where required, will revise the support and outcomes based on the pupils' progress and development making any necessary amendments going forward, pupils and parents are actively encouraged to be part of the review process. Parents will be provided with a copy of the formal review and where deemed appropriate the cycle continues with a revised Pupil Progress Plan being developed and shared with parents.

As part of the Assess, Plan, Do, Review process we encourage parents to share their views during any discussions, via email, in paper format when they return a signed copy of the Pupil Progress Plan.

### Request for an Education, Health and Care Plan Needs Assessment:

Where a child has lifelong and/or complex difficulties, they may undergo the Statutory Assessment Process which is usually requested by the Academy but can be requested by a parent or by healthcare services. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-

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agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a request for an Education, Health and Care Plan Needs Assessment to the Local Authority will usually be taken at a progress review, unless needs change suddenly and dramatically. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

Parents  
Teachers  
SENDCO  
Social Care  
Health professionals  
Any outside agencies with current involvement or involvement within the last 18months.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the request for a Statutory Assessment will be undertaken. More information about Education Health and Care Plans and the Statutory Assessment process can be found here: [SNJ Flow charts 2018 single charts - Special Needs Jungle](#)

### **How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)***

We are mainstream Primary Academy catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. We support pupils with a range of needs including Cognition and Learning needs, Communication and interaction Difficulties, Visual and Hearing Impairments, Speech and Language Disorder and Delay and Social, Emotional and Mental Health Difficulties. All pupils are afforded equal rights of access to all areas of the curriculum via teacher planning, differentiation, support and relevant resources where necessary. A variety of teaching styles and teaching groups are adopted to suit the needs of individuals. We aim for our environments to be as accessible as possible, though are aware that due to the open plan nature of the building there are some unique environmental factors that can present some challenges. The environment is also not on one level and there are several sets of steps within the building. We try wherever possible to remove these barriers, in conjunction with our Accessibility Planning.

Where learners are working at an attainment level below that of their peer group, class teachers will adapt teaching to ensure that gaps in learners' knowledge are covered, for example by revisiting objectives that are covered in previous year groups. We encourage independence in all learners and this is promoted by ensuring that independent work is matched as far as possible to the strengths of the learners. If appropriate, specialist equipment may be given to the child e.g. writing slopes, Reading Rulers, pen / pencil grips or easy to use scissors. This may also include dictionaries for dyslexia, or specialist seating / desks, access to technology to support learning eg for a child with a visual or hearing impairment.

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For those learners requiring a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in and outside the Academy. For example, the SENDCo or an external agency. Recommendations from external agencies are used to inform future targets. Additional provision for pupils with SEND is overseen by the SENDCo who also co-ordinates with outside agencies alongside the class teacher's involvement. Monitoring of these pupils' progress takes place through in-class observations, book monitoring, formal and informal meetings between teaching staff and the SENDCo, through the APDR process and Pupil Progress meetings.

We will make reasonable adjustments to ensure that all pupils with SEND can take part in all whole Academy activities, as well as activities which enhance the wider life of the Academy. We aim to offer all our pupils the same learning opportunities. The Academy has a range of equipment and resources to support children with SEND. For example, coloured overlays, writing slopes, specialist dictionaries, wobble cushions, fine motor resources, adapted writing resources – chunky pencils, pencil grips – this may not be an exhaustive list.

In the context of Academy trips, outside activities (Including residential), we are open to discussion in order to include our children with SEND. This may include the provision of additional staff and individual risk assessments.

We provide a range of after Academy activities that welcome all pupils from our Academy.

For formal assessments such as End of Key Stage Statutory Tests reasonable adjustments are made in line with those that the pupil experiences on a day to day level, such as additional time, seating and where suitable the use of a reader or a scribe. This is done by following the guidance from the Access arrangements published by the DfE and with a coordinated approach by Y6 class teachers and the senior team.

### How resources are allocated to meet children or young people's needs?

The overall SEND budget is managed by the Headteacher with the support of the FGT Trust. It is allocated on a needs basis and reviewed every financial year. A small proportion of the main SEND budget, managed by the SENDCo, is used to provide 'consumable' resources, usually in direct relation to individual pupil needs.

If there is a need to apply for additional funding for pupils this is done by applying to the Local Authority for Additional Educational Needs funding, or by working with the Locality SEND Hub. There is also a small amount of funding that may be available to St John's under the Individual Needs Funding stream, managed and held by the Locality SEND Hub.

### How is the decision made about what type and how much support my child or young person will receive?

We endeavour to support the needs of each child as an individual. We have high aspirations for all our children to achieve the best that they can for their ability and personal needs. Children have access to high quality teaching within the classroom, focused interventions and support where needed as well support from



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specialist services if and when appropriate. When a child is identified by their class teacher and/or senior staff, as having additional needs we use a graduated approach to support and identify the additional support a child may require.

- First Concerns – a teacher has recognised a child may have certain needs and additional interventions may be offered
- SEND Support – children who have been identified as having special educational needs and who require provision that is additional to and different from the mainstream curriculum.
- Complex - children who have been identified as having complex and significant needs and may be in the process of an Education Health and Care assessment or have an EHC plan already in place.

Pupils needs are assessed and the proposed provision is discussed with the class teacher, SENDCo and could involve external reports/support. Each child is assessed on an individual basis. Parents and pupils are involved in how / what the provision for the pupil is by discussions and sharing of new targets or reviewing completed cycles of intervention – see APDR process. Decisions about provision aim to be a shared process, however it is the Headteacher who finalises provision including use of teaching assistants. The SENDCo provides the Headteacher with up to date information in regards to the needs of pupils on the SEND register in order for appropriate decisions to be made by the Headteacher re allocation of staffing.

### **How will equipment and facilities to support children and young people with SEND be secured? (IRR)**

For pupils with specific learning or medical needs we seek the support of specialist teachers, including visual impairment, hearing impairment to assess as to whether equipment such as radio aids, magnifiers need to be in place. For pupils with sensory and physical needs, equipment such as cushions, writing slopes, pencil grips, will be sought by the Academy. Occasionally there is the need to work with pupils with sensory needs that require equipment for sensory circuits. If this is the case and we do not have the required equipment we may liaise with outside agencies, for example occupational therapy, physiotherapy and arrangements may be made for equipment to be loaned or sourced via additional funding.

Each pupil is assessed individually as to their needs and requirements and once we have made the decision about what they need, or we have received advice from specialist teachers / support workers we will take the necessary steps to acquire them. This is done in conjunction with parents and pupils to ensure that all parties are comfortable with the adjustments that might be needed.

### **How will you and I know how my child or young person is doing? (IRR)**

The SEND Governor meets at least twice yearly with the SENDCo to take a full challenging role regarding the provisions and progress of these children with the SENDCo. The Headteacher reports SEND data at Governor's meetings. All pupils are assessed on an on-going basis using the Academy's assessment and tracking system. Where needed, children are tracked using smaller step progression on an individual basis dependent on the child's needs. When programmes are implemented with groups of SEND pupils, impact is measured by assessing pupils before and after the programme where appropriate. This ensures provision is

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effective and used where it results in pupil progress. The SENDCo and Senior Team monitor the effectiveness of provisions. SEND pupils are discussed at termly pupil progress meetings, where progress and attainment for all SEND pupils is reviewed and provision from the previous term is evaluated. Interventions are reviewed, on an at least termly basis and Pupil Progress Plans are reviewed on a termly basis. Parents and carers have the opportunity to meet on a termly basis with their child's class teacher and appointments to meet with the SENDCo are offered. In addition, pupil voice is conducted with all SEND pupils through their Pupil Progress Plan and Reviews. Interventions and support activities are observed and monitored to evaluate their quality and impact.

We understand that not all parents and careers may feel confident or comfortable to discuss sensitive issues and we endeavour to provide support on an individual basis for this. Parents will have regular opportunities to discuss their child's progress with their class teacher and/or SENDCo. We encourage engagement and partnership working with parents as part of the Pupil Progress Plans and Reviews. We have an open door policy and encourage parents to make contact immediately with any queries. In addition to our three parent consultation meetings, the class teacher and the SENDCo are available regularly to discuss any concerns by prior arranged appointments.

We work with outside agencies to support with assessments and target setting, these may include Educational Psychologists, Autism Outreach, Specialist teachers for the deaf and hearing impaired, the Vision Inclusion Team, Speech and language support. We also use specialist support including Occupational therapists/ physiotherapists / paediatrician where needed. Where English as an additional language (EAL) is impacting on learning our EAL lead will seek additional support from specialist services. To provide additional support for pupils and families who may need support with social, emotional and mental health we can access Staffordshire Wellbeing Service, provided by Action for Children and the Mental Health in Academys Team. In St John's we also run the HOPE Project which is lead by our Mental Health Lead Angela Bradford. Should any pupil come from a traveller background we would use the Gypsy, Roma, Traveller support service provided for Staffordshire Educational establishments.

If a pupil is seen by an external agency, most of the time a written report will be available and this is shared with parents and careers. The reports may contain recommendations for targets in Academy and at home. Advice and recommendations in such reports is not statutory, however, the recommendations will be discussed and implemented as appropriate and as resourcing allows.

Parents will receive copies of the targets set by the Academy within their Pupil Progress Plan. At the end of a cycle of APDR, targets are reviewed and new targets are set, pupil and parental involvement in this is encouraged. These will be discussed with parents at parent consultation sessions, or if required an additional meeting. The class teachers discuss the targets and the appropriate level of work that will be set in order for the targets to be achieved, meetings may involve the SENDCo and be run jointly by class teachers and the SENDCo where appropriate; parents are able to request meetings/phone calls with the SENDCo outside of the appointments schedule and have open access to the SENDCo email address which is published in this report, on the website and within the SEND Padlet on the website. Class teachers are available after Academy and communication is encouraged to share any important day to day information or concerns. If a more detailed meeting is required this can be arranged for a mutually convenient time.

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Where parents/carers may have SEND needs, we would seek to arrange any reasonable adjustments that may support them in supporting their child's education, this may require the Academy to refer to outside agencies and specialist services.

### **How will you help me to support their learning? (IRR)**

Following identification of concerns by a class teacher, they will meet or organise a phone call with the pupil's parents/carers for a discussion, the SENDCo may also attend this discussion if deemed required or requested by the parents. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach their intended outcomes. This includes how parents can support the child at home, parents may be provided with resources to help support their child at home – number grids, number lines, phonic mats, word banks etc.

We provide opportunities in the Academy for parents to become familiar with our phonics teaching. We run open evenings where parents and children can meet with their new teacher for the next academic year and gives parents the opportunity to discuss any concerns pertinent to their child. Information is provided on our website giving information on our curriculum and the topics that classes will cover during the academic year. We operate an open door policy and encourage parents to make contact either face to face, by phone or email to raise/share any concerns or questions they may have.

We welcome parental support with home learning and ask parents to read regularly with their child and sign/comment in the Reading Diary. Readers will be changed when pupils have reached a level of proficiency on the text, pupils may be provided with more than one book to take home. All reading is deemed positive and pupils may also choose to read a book from home, although we encourage the reading of Academy books as these are pitched at the correct level for the child's reading skills and ability.

Where parents may require advice for social, emotional and mental health needs and supporting these needs at home, we will share strategies that are successful in the Academy and may signpost parents to additional services, such as Staffordshire Wellbeing Service, provided by Action for Children, the Mental Health in Schools Team or the Family Support service. We aim to regularly share information which may support parents at home, for example updates provided by the Family Support Service, this is usually done via the SEND Padlet and/or social media.

### **How do we consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)**

Pupils who are registered as having SEND are provided with an Pupil Progress Plan which details their targets and reasonable adjustments in place to support their needs. with their individual targets. Pupils are given regular feedback in regard to their progress, this may be 'in the moment' feedback provided within lessons or Intervention groups/1:1 support or through marking in books.

Pupils with an Pupil Progress Plan are given the opportunity to talk about their learning and their targets when the targets are set and reviewed, and their

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comments are recorded in their plan and on the review. Ongoing feedback is a regular part of classroom life and pupils are encouraged to talk to their class teachers about their own progress and areas for development.

#### **How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (IRR)**

SEND pupils' attainment and progress is tracked and monitored through termly assessments. Book monitoring evaluates how effectively SEN children are accessing the curriculum. When programmes are implemented with groups of SEND pupils, impact is measured by assessing pupils before and after the programme where appropriate. This ensures provision is effective and used where successes are evident. Parents and pupils are free to voice any concerns they may have regarding SEND provision which are then acted on accordingly. Pupils are able to discuss their progress towards their targets and are encouraged to do so regularly. Their initial and final comments are recorded on their Pupil Progress Plan and reviews, we encourage parents to also be a part of this process through a means accessible to them be that through verbal discussion, written comments on a plan/review, messages via email.

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### **Safety and wellbeing**

#### **How do you ensure that my child or young person stays safe outside of the classroom?**

All staff are kept up to date with current safeguarding measures. Staff in the Academy endeavour to take the most appropriate actions to promote the welfare of children and protect them from harm, ensuring children grow up with the provision of safe and effective care. Staff ensure that the appropriate action is taken to enable all children and young people to have the best outcomes.

Children are greeted at the beginning of the day by class teachers/year group staff. They enter into the building via shared access to classroom areas. They leave at the end of the day from their shared entrances, with staff providing direct hand over to parents/carers on the Academy playground. If pupils are anxious at the beginning of the day there is always a recognisable face to greet them and we promote the use of meet and greet and sharing of emotional regulation on entry each day via visual systems in classrooms. We encourage parents to contact the Academy as soon as possible if there are any concerns or important information we need, that may support us in supporting their children, this can be done via phone call or email or short informal conversations at the start of the day with the member of staff on the playground.

We recognise the challenges that unstructured times can present to pupils with challenging behaviour or social and emotional difficulties. There is a range of activities to support this such as Nurture Club, Lego Club. All lunchtime staff are made aware of pupils with specific needs, with information being passed on by class teachers – especially if something may have happened during the morning which may affect a pupils' enjoyment of their social time. The needs of pupils with medical needs are shared with relevant staff. We operate a portable medical bag system for use of items such as inhalers; these bags are taken outside at lunchtime and outside/to the hall for PE lessons.

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All activities for Academy trips are risk assessed and staffing ratios are fulfilled accordingly. Staff are always carefully selected to ensure pupils are fully supported. The Academy undertakes risk assessments in line with National recommendations. An experienced member of staff has the responsibility for conducting and recording all these risk assessments. These can be viewed by those who are taking part in the activities.

Physical Education is an important part of the curriculum. If a pupil is being taught by specialist sports coaches, the coach is made aware by the class teacher of any additional needs and given the necessary information to aid them in supporting pupils' needs effectively.

## What pastoral support is available to support my child or young person's overall social and emotional development and well-being? (IRR)

We strive to build positive relationships whereby parents, pupils and teachers can share ideas and information together to make The Academy a safe and happy place for everyone. This does not just apply to those pupils who are registered as SEND.

Children are supported with their social and emotional development throughout the Academy day through the curriculum and extra-curricular activities. Personal, Social and Health Education is an integral part of our curriculum. In the Academy we teach about protective behaviours to help enhance the children's awareness of how to stay safe. Children's views are sought via pupil voice, the Academy council and other forums. Their ideas are listened to and valued.

Additional pastoral support from members of staff and from registered outside providers can be accessed via a referral process with parental request. Teachers and Teaching Assistants can also make referrals with the support of parents. A child does not have to be registered as SEND to access this support.

Our Behaviour Policy, which includes guidance on expectations is followed by all staff. The Anti-Bullying Policy also indicates the expectations of pupils in our Academy. Our Academy does not tolerate incidents of bullying and these are dealt with immediately. Policies can be found on the website and paper copies are available on request (there may be a charge for this). Parents and carers are encouraged to come in to Academy if they have any concerns about their child being bullied.

We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorised absence.

We are very aware that, often, pupils with SEND need additional pastoral support. We recognise and understand that the pastoral needs of each SEND pupil will often be specific to each child – we aim to tailor the support they need to each child and their individual needs. We ensure that the pastoral needs of SEND pupils are discussed with SLT, class teacher, SENDCo and other members of staff that are connected to the pupil and where appropriate look to involve additional outside agencies to further support needs.

## How will you manage my child or young person's medicine or personal care needs?

## **Safety and wellbeing**

When a pupil joins parents are asked to complete medical forms so that we are aware of any conditions. In the event a pupil requires any medication from home, we request this be handed in and staff will help administer this at the appropriate times. Parents will need to sign to say that medication can be administered.

If a pupil has a specific condition such as diabetes, asthma, etc we will ensure that those staff working directly with the child are fully trained in any specific needs. All relevant Academy staff will be given an overview of individual needs. If medical appointments cannot be made outside of the Academy day we will endeavour to support the child if they are out of the Academy for a period of time, with work that can be done at home, if the child is well enough to do so. Medical needs are managed jointly by the SENDCo/Pastoral Manager and office Staff and medical information is provided to the relevant staff so that they are all fully aware of each pupil's needs. Care plans are kept up to date and are made available to all relevant staff, these are reviewed on an at least annual basis. This may be done in conjunction with outside agencies but it will always involve parents.

If there was a medical emergency we would call 999 and a trained first aider would administer first aid where appropriate. A member of staff would accompany the young person in the ambulance. Parents would be informed as soon as practically possible.

## **What support is there for behaviour, avoiding exclusions and increasing attendance?**

For pupils who need additional support linked to behaviour our SENDCo/Pastoral Manager would become involved, reasonable adjustments are the first step in supporting needs. Some pupils may require specific targets in this area which will be duly recorded Pupil Progress Plan. Some pupils may require additional intervention and/or the involvement of outside agency support such as Behaviour Support Services. Pupil Progress Plan are set and reviewed on a termly basis. Where an external agency has been involved we will endeavour to implement the recommendations within constraints of budgets available.

For higher level behavioural needs and in order to avoid/manage suspensions we may refer pupils to the Locality SEND Hub. We may also be able to access support from an alternate provision where pupils may spend part of their week there to support their specific needs. This will only be the case if the Academy have tried all other options, which may include a managed move.

Relevant policies to consider here are the Behaviour Policy, the Attendance Policy and the Exclusion Policy – all are available on the Academy website.

## **How do you support children who are looked after by the local authority and have SEND?**

The Children & Young Persons Act 2008 places a duty on the Academy governing bodies “to designate a member of staff (the designated teacher) as having the responsibility to promote the educational achievement of LAC, including those aged between 16 and 18 who are registered pupils at the Academy”. For us in the Academy it is the Deputy Head Teachers, with involvement from the SENDCo where appropriate.

The responsibility of the Designated Teacher for LAC is to:

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Help to ensure that other Academy staff are aware of the individual needs of looked-after pupils (while maintaining appropriate confidentiality) and promoting high aspirations.

Tracking the attendance, attainment and progress of their looked-after pupils.

Putting together the PEP that all LAC pupils should have, in partnership with the child, their carer and their social worker.

Providing co-ordination between the Academy, placement and social care regularly and through the PEP process.

Support for pupils is needs led – co-ordinated by the Designated Teacher for LAC and/or SENDCo.

## Working Together

### Who is involved in my child's education?

Mrs Jade Baber is our SENDCo (Special Educational Needs Co-ordinator) for pupils attending St John's Primary Academy. Mrs Angela Bradford is the Pastoral Manager. These are co-ordinated roles, which are also supported by the Senior Leadership Team.

Roles & Responsibilities of the SENDCo:

The SENDCo is responsible for the operation of the Special Educational Needs Information Report and the co-ordination of specific provision made to support individual children with SEND.

SEND monitoring:

The SENDCo liaises with staff to monitor the children's progress and plan further interventions where progress is slower than expected.

The SENDCo regularly has contact with a wide range of external agencies that are able to give more specialised advice.

The Headteacher, and the Governors have ultimate responsibility for SEND within the Academy.

The day to day education of your child will be delivered by the class teacher and other adults that may be deployed within the classroom / outside of the classroom, this may include a Teaching Assistant. The class teacher will plan work for your child that enables them to work within the classroom as part of whole class teaching and where needed, differentiation for specific targets which may be taught in small groups or individually. The class teacher is the person responsible for the progress of pupils in their class, including the progress of pupils with SEND.

The point of contact for all parents/carers of pupils with SEND is the Mrs Jade Barber who can be contacted via the Academy office on 01922 476695 or by email [jade.barber@stjohnsprimary.academy](mailto:jade.barber@stjohnsprimary.academy)

Our Academy office email is [office@stjohnsprimary.academy](mailto:office@stjohnsprimary.academy)

### How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

Pupil information is held securely on our Academy electronic drive; all pupil files are accessible by the Headteacher, SLT and SENDCo and teaching staff. At the beginning of the academic year the DSL/Dep DSL's shares any relevant safeguarding issues with the individual teachers and the SENDCo shares information regarding pupils' SEND needs.



## Working Together

When reports from external providers are received these are received by the SENDCo and shared with the relevant teaching staff and discussed to ascertain the next steps. If, as a result of these, or any issue arising throughout the academic year, relevant training is identified, this may be sought for the staff working with the particular child or for wider members of staff, appropriate to profiling of pupil needs.

Class teachers are responsible for the day to day support within classrooms and responsible for planning lessons which are accessible for all pupils through the use of scaffolding and tailored learning opportunities. This is monitored by the SENDCo/SLT. Class teachers disseminate information to relevant staff including teaching assistants and a team approach to supporting needs is adopted.

### **What expertise do you have in relation to SEND? (IRR)**

Teachers and support staff attend training courses run by a range of outside agencies.

They include

Safeguarding Level 1 and 2.

Epi-Pen Anaphylaxis Training.

Asthma Awareness.

Speech and Language

Precision Teaching

Emotional Coaching Training

Autism Awareness Training Tier One

Medical training for specific conditions that a child in our setting may have.

The SEND Governor attends training and updates as part of her role.

The SENDCo is currently undertaking the National Award for SENDCo, (Masters Level) through University of Wolverhampton, completion due March 2023.

### **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? (IRR)**

We work closely with a number of local services to help consider and select a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They include:

Speech and Language Therapy Services

Autism Outreach Team

## Working Together

CYP Autism Service  
Paediatricians and the wider paediatric team including nurse specialists  
Vision Inclusion Team  
Hearing Impairment Team  
Occupational Therapy  
Physiotherapy  
Behaviour Support  
Play Therapy UK  
Family Support workers through the Family Action Service  
Early Help Support Workers  
Social Services – where deemed necessary  
Action for Children Wellbeing Service  
Mental Health in Schools Team  
Education Welfare Officer  
The SEND Locality Hub  
Educational Psychology

This may not be an exhaustive list. Agencies are subject to acceptance of referrals according to their individual acceptance criteria. Parental consent to refer to outside agencies will be sought.

## Who would be my first point of contact if I want to discuss something?

- For any concerns regarding SEND or your child's education your initial point of contact is the class teacher. An appointment to speak with the teacher can be made by contacting the Academy office, through email or through speaking directly with teaching staff.

Should you have a more specific concern you are always welcome to speak to the Academy SENDCo or a member of SLT, including the Headteacher.

Please contact the Academy office on 01922 476695 Our Academy office email is: [office@stjohnsprimary.academy](mailto:office@stjohnsprimary.academy)

## Who is the SEN Coordinator and how can I contact them? *(IRR)*

The Academy SENDCo is Mrs Jade Barber. Email contact: [jade.barber@stjohnsprimary.academy](mailto:jade.barber@stjohnsprimary.academy)

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## Working Together

To make contact with Mrs Barber by phone call please liaise with the Academy office 01922 476695

### **What roles do your governors have? And what does the SEN governor do?**

Ensuring the ongoing achievement and success of SEND Learners is a collective responsibility of the Governing Body, although this may come under the responsibility of a specific SEND Governor – if this is you then you know what an important role you have and how big a part you can play in improving these Learners' lives.

The Governing Board will ensure that a SENDCo is appointed along with a Governor with specific responsibility for SEND. Within this role it is vital that the Governors ensure compliance with legal responsibilities for Academies. The Governors expect the SENDCo and Headteacher to report on the steps being taken to ensure compliance and challenge leaders to ensure that SEND remains high on the Academy's agenda

The Governor for SEND will review the SEND provision including staff and other resourcing by meeting with the SENDCo in the Autumn, Spring and Summer terms as a minimum. To ask questions and raise awareness relating to SEND and inclusion provision at Governing Board meetings.

Governors will have a good understanding of the Looked After Children policy and its application across the Academy and ensure that LAC are having the same opportunities as other children across the Academy. They will also ensure that teachers for LAC children receive the appropriate training for pupils in their care along with any supervision that may be needed.

For all pupils in vulnerable groups the Governors will regularly review the outcomes for these pupils and monitor how well are they doing in comparison with other pupils/students. They will ensure that the additional monies through Pupil Premium Plus and top up funding provided improves the outcomes and opportunities for that young person. Our Pupil Premium Lead member of staff is Mrs Griffiths.

Mrs Sue Davenport is the Governor for SEND under the guidance of the Chair of Governors and the Headteacher. Mrs Davenport can be contacted by arranging an appointment at the Academy office.

Academy contact number is: 01922 476695 or email [office@stjohnsprimary.academy](mailto:office@stjohnsprimary.academy)

### **How will my child or young person be supported to have a voice in the setting, Academy or college? (IRR)**

Pupil voice is an important part of Academy life. The contributions from pupils are highly valued. We have an Academy council of elected councillors and our Digital Leaders.

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## Working Together

SEND pupils have regular opportunities to discuss their own targets through the Pupil Progress Plan, Assess, Plan Do, Review cycle. Pupils with SEND are also provided with a One Page Profile – these are reviewed annually for all pupils as part of transition planning and can be amended at any point during an academic year.

We promote inclusion for all and encourage all pupils to take part in all aspects of Academy life and to have a valued voice as part of this process.

## What opportunities are there for parents to become involved in the setting/Academy/college and/or to become governors?

We encourage parents to get involved in the Academy and become Academy governors. We have at least one parent Governor on our governing board at all times. Nominations and elections take place in accordance to current Governor terms or should a Parent Governor decide to stand down.

## What help and support is available for my family through the setting? *(IRR)*

Staff are available to help parent's complete paperwork which may be about or affect their child. Parents can contact the Academy office to arrange a time for this to happen. This may be carried out by the class teacher, SENDCo, or a member of the Senior Leadership Team. We welcome parents in to the Academy to work with us to complete any paperwork and discuss any additional support.

## Inclusion & Accessibility

### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- All pupils are afforded equal rights of access to all areas of the curriculum via teacher planning, differentiation, scaffolding, tailored approaches, support and relevant resources where necessary. A variety of teaching styles and teaching groups are adopted to suit the needs of the individual. SEND pupils are involved in all aspects of Academy life. SEND pupils are taught alongside their non-SEND peers, exposing the same experiences but with the level of support they require. Intervention will be delivered additionally to High Quality Wave 1 teaching. We have a number of after school Academy clubs which cover a range of interests. Pupils with SEND are welcomed and included. For pupils with high level needs, additional planning and provision may need to be sought to enable these pupils to attend and gain the most from these enrichment activities.

Activities and Academy trips are available to all.

Risk assessments are carried out and procedures are put in place to enable all children to participate where reasonably possible.

If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may be asked if they are able to accompany their child during the activity in addition to the usual Academy staff.

We provide activities and opportunities for the pupils that develop their interests and talents through enjoyment and raising self-esteem. Some sporting activities take place at lunchtime, alongside a range of after-school clubs which are provided.

- We offer a small Nurture Club over lunchtimes for pupils who require support with social and emotional and interaction needs. Pupils are also taken on various educational trips which develop and extend their interests and skills and/or have visitors in Academy providing enrichment activities and learning. Activities are subject to a fee, but where needed and if eligible parents can seek the support of Academy for subsidy. Information is provided in our Charging and Remissions Policy.

All pupils are included in all events. If your child has a need that may require additional support on a trip, a member of staff will contact you to discuss the this and arrangements will be made to ensure that your child can take part. We seek to involve all pupils in trips, where a safeguarding concern may be present would we consider whether an individual pupils' needs may be safely met during the trip and/or the safety and safeguarding of others may be compromised.

Parents and carers may be invited to accompany children on the trip as 'parent helpers'. This is subject to the necessary safeguarding arrangements and will be arranged by our visit Co-Ordinator in the Academy office. For any parent concerned about educational trips they should contact their child's teacher in the first instance.

### Provide details of the physical accessibility of the setting IRR

**Inclusion & Accessibility**

**Is the building wheelchair accessible?**

Fully Accessible

Partially Accessible  X

Not Accessible

Are disabled changing facilities available? Yes   
No

Details (if required)

Are disabled toilet facilities available? Yes  X  
No

Details (if required)  
  
We have two disabled toilets available in two different locations across the school.

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### Inclusion & Accessibility

Do you have parking areas for pick-up and drop-offs? Yes   
No

Details (if required) we do have a drop off point available for children and adults that require it

Do you have disabled parking spaces for students (post-16 settings)? Yes   
No

Details (if required)

### How accessible is the setting's environment? IRR

We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adhere to the Equality Act 2010. A copy of this plan is available on the Academy website or on request via the Academy office.

Facilities include;

Sloped access into the Academy through the main entrance

A toilet adapted for disabled users / changing area

Equipment and resources are available for children who have specific needs

Our main entrance is wheelchair friendly and our doors are wide enough for wheelchair access.

Reasonable adjustments can be made if what is in place is not suitable.

Our building has grown with additional areas added over time, our environment presents with some unique difficulties. There are steps on site both inside and outside of the Academy buildings. Pupils, staff and visitors staff are required to use steps frequently throughout the Academy day to move around the Academy – eg for play times, lunchtimes, to access the Academy hall for assembly, to access different classrooms and areas. Ramps have been provided where the building has been able to be adapted but these do not allow for free flow around the site for those with mobility needs. The environment is not fully accessible to those with mobility needs.

### What forms of communication does the setting use to ensure inclusivity? IRR

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### **Inclusion & Accessibility**

We employ a range of strategies to ensure we offer inclusive forms of communication. Much of our communication is now electronic and we use text messaging services, email and social media platforms. Staff are available at the end of the Academy day for short conversations to speak with parents directly, or phone call and email can be used. For a longer discussion, we would ask that parents arrange an appointment with staff at a mutually convenient time.

For pupils with SEND needs in the form of communication and interaction, we employ a range of strategies – verbal modelling, visual support systems (eg visual timetables, now and next boards). Some pupils have specific support for communication needs and are under NHS Speech Therapy Services.

Teachers and support staff will act as clear role models for language.

For those pupils whose first language is not English, it is recognised that this is not a SEND need. Pupils for whom English is an additional language will often come with a wealth of knowledge in their first language and this should be built upon and developed. The child's first language will be valued.

Where appropriate support will be sought from the Ethnic Minority team / Support from EAL team

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### **Joining and moving on**

#### **Who should I contact about my child or young person joining your setting? (IRR)**

Admissions arrangements are managed by the Academy office: 01922 or email: office@stjohnsprimary.academy

#### **How can parents arrange a visit to your setting, Academy or college? What is involved?**

Visits to the Academy, in addition to the usual Open Days, transition arrangements, can be organised through the Academy office 01922 476695 office@stjohnsprimary.academy

#### **How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)? (IRR)**

Strategies are in place to enable transition to be as smooth as possible.

These include;

Parents/carers and learner are invited to view the Academy prior to joining.

Pupils who start in the EYFS are invited to spend some time in the classroom to meet their new teacher / staff.

When appropriate, Academy staff also visit a child's current setting.



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### Joining and moving on

Secondary School/Academy staff visit pupils prior to them joining their new School/Academy.  
SEND files are forwarded to the SENDCo of a receiving School/Academy to ensure continuity.  
When transferring to Secondary School/Academy, children will take part in transition day experiences, organised by the new Academy.

How will my child be supported during transition between year groups?

We understand that transitions can present challenges for some pupils with SEND and we work to ensure transition is as easy as possible. When moving into Reception: pupils are able to attend the Academy for a transition experience and parents are invited to meet with key Academy staff. Moving into a new year group, your child will have a 'meet the teacher' session during the summer term alongside an Open Evening for pupils and parents. If necessary your child will fill in a transition book, where they will be able to ask questions about their new classroom, new teacher and new year group. Opportunities to visit new classrooms and environments may be provided to pupils who may benefit from this, in order that they familiarise themselves with the new environment and are given opportunities to be building relationships with staff. Transition arrangements include the One Page Profiles being reviewed and amended as necessary – these being done with the pupils (Summer 2). Formal transition information is provided by the SENDCo to each receiving cohort and all staff are made aware of SEND needs as relevant to their roles. Class teachers meet with receiving class teachers for face to face discussions about individual pupils. Where staff are new to the Academy at the start of an academic year, we try to organise for them to attend for the 'Meet the Teacher' transition day, Open Evening etc, but this is subject to agreements with their current Academy.

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### Additional Information

**What other support services are there who might help me and my family? (IRR)**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the Academy include:

- Autism Outreach Team

## Additional Information

- CYP Autism Service
- Speech and Language Therapy Services
- Paediatricians and the wider paediatric team including nurse specialists
- Vision Inclusion Team
- Deaf/Hearing Inclusion Team
- Occupational Therapy
- Physiotherapy
- Behaviour Support
- Play Therapy UK
- Family Support workers through the Family Action Service
- Early Help Support Workers
- Social Services – where deemed necessary
- Action for Children Wellbeing Service
- Mental Health in Schools Team
- Education Welfare Officer
- The SEND Locality Hub
- Educational Psychology

Further details of services can also be found on our SEND Padlet within the Academy website: <https://www.stjohns-eagle.com/>

Details of other services can be found by visiting the Local Offer for Staffordshire

The Local Offer is a Local Authority's publication of all the provision "they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans." (Section 4.1 SEND Code of Practice, January 2015)

Staffordshire's local offer provides information and services for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families.

The Local Offer website aims to help families by gathering the information that they need to know in order to make informed choices about the support they receive: **Staffordshire Connects**

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### Additional Information

#### When was the above information updated, and when will it be reviewed?

Academic Year 2022 – 2023

#### Where can I find Staffordshire's Local Offer? *(IRR)*

Staffordshire's SEND Local Offer can be found at [www.staffordshireconnects.info](http://www.staffordshireconnects.info)

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to give advice on formal procedures for complaint.

Our complaints procedure follows the DfE guidelines. Such is our partnership with the children and parents; we would hope that all concerns would be dealt with at the earliest opportunity.

A copy of the complaints policy is on the Academy website or a paper copy can be obtained by contacting the Academy office.

<https://www.stjohns-eagle.com/policies>

#### Type of Setting *(tick all that apply)*

- |   |  |                                       |   |                                  |
|---|--|---------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream        | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special      |   |                                  |
| <input type="checkbox"/> Early Years                  | <input type="checkbox"/> Primary             | <input type="checkbox"/> Secondary    | <input type="checkbox"/> Post 16                            | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained                   | <input type="checkbox"/> Academy             | <input type="checkbox"/> Free Academy | <input type="checkbox"/> Independent/Non/Maintained/Private |                                  |
| <input type="checkbox"/> Other (Please specify below) |  |                                       |   |                                  |

**DFE Number 860/3145**

#### District: South Staffs

- |                                  |                                    |   |                                   |
|----------------------------------|------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
|----------------------------------|------------------------------------|---|-----------------------------------|

**Additional Information**

- Newcastle                       Moorlands                       Stafford                       South Staffordshire

**Specific Age range: 2-11 (Inclusive of Little Eagles)**

**Which types of special educational need do you cater for? (IRR)**

- inclusive mainstream Academy                       special Academy

Offer specialisms in. Tick all those that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Resource for autism                              | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly                                    | <input type="checkbox"/> Resource for moderate learning difficulty                                |
| <input type="checkbox"/> Resource for physical disability                 | <input type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input type="checkbox"/> Resource for severe learning difficulty          | <input type="checkbox"/> Resource for speech, language and communication needs                    |
| <input type="checkbox"/> Visual impairment friendly                       |   |

**Other specialist support/equipment:**

- Specialist technology

**Comment:**

- |  |   |
|--|---|
| <input type="checkbox"/> Rebound trampoline          | <input type="checkbox"/> Hydrotherapy     |
| <input type="checkbox"/> Accessible swimming pool    | <input type="checkbox"/> Medical          |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input type="checkbox"/> Bought in support services  | <input type="checkbox"/> Hearing loop     |
| <input type="checkbox"/> Sensory room/garden         |   |