

## St John's SEN Information Report

Questions	St John's C of E Infant School Responses to the 14 Questions	School self-evaluation
		<i>RAG rating</i>
<p><b>1</b> How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> <li>• We use information and data from all the nurseries the children have attended to alert us to children that may need extra support</li> <li>• The SENDCO and class teacher will visit as many pre-school settings as possible to discuss the children needs with the staff.</li> <li>• The class teacher and SENDCO have a transition meeting with the main nursery that sends children to our school.</li> <li>• The head teacher/SENDCO will discuss individual children's needs with parents before they start at school if the child has been identified with a special need.</li> <li>• We do home visits in the first two weeks of the autumn term and parent/carers can discuss their child's needs at this time.</li> <li>• We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum in the EYFS and the main curriculum areas at KS1.</li> <li>• Our staff are experienced at supporting children's learning and raising any concerns.</li> <li>• We use data and other forms of assessment to identify additional needs and to celebrate achievement.</li> <li>• Parents/carers are encouraged to speak to the class teacher and/or SENDCO about any concerns they have.</li> </ul>	<i>Green</i>
<p><b>2</b> How will the school support my child?</p>	<ul style="list-style-type: none"> <li>• Having identified a child's needs, we seek to match the provision to their needs.</li> <li>• If necessary we may use the services of outside services eg occupational</li> </ul>	<i>Green</i>

		<p>therapists, physiotherapists, speech therapists, educational psychologist, learning and literacy support and REMA (for families with English as an additional language).</p> <ul style="list-style-type: none"> <li>• The head teacher and staff will discuss ways that the curriculum can be accessed by all pupils and if any further training is needed</li> <li>• The class teacher will write a Plan Do, Assess and Review plan for children with special/additional needs that contains small achievable targets and will share this with the parent/carer</li> <li>• Additional support programmes may be put in place and delivered by either the class teacher or a higher level teaching assistant</li> <li>• We monitor the impact of interventions (where possible) through regular meetings and the tracking of pupil progress over time.</li> <li>• The head teacher shares information on children with special needs with the governors</li> </ul>	
<b>3</b>	<b>How will the curriculum be matched to my child's needs?</b>	<ul style="list-style-type: none"> <li>• Differentiation is embedded in our curriculum and practice to ensure that all pupils are able to access the curriculum and make progress</li> <li>• All class teachers track pupils progress over time and interventions will be put in place if a child is not making the appropriate progress expected</li> <li>• All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the head teacher</li> </ul>	<i>Green</i>
<b>4</b>	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	<ul style="list-style-type: none"> <li>• We regularly share progress feedback with all our learners and their families.</li> <li>• In addition, we have a number of opportunities eg termly parent consultations where parents/carers can meet with staff to discuss their children's progress. At such meetings we share what can be done by families at home to support the learning at school.</li> <li>• At the end of the academic year parents are given a written report that details their child's ability/progress for all areas of the curriculum</li> <li>• We host a number of curriculum evenings to help families understand what learning is expected and how they can best support their child's needs eg how we teach phonics, reading and mathematics</li> <li>• Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</li> </ul>	<i>Green</i>
<b>5</b>	<b>What support will there</b>	<ul style="list-style-type: none"> <li>• All our staff are experienced and provide a high standard of pastoral</li> </ul>	<i>Green</i>

	<b>be for my child's overall well-being?</b>	<p>support.</p> <ul style="list-style-type: none"> <li>• Relevant staff are trained to support medical needs and are able to administer prescribed medication</li> <li>• If a child has special dietary needs the parents/carers are able to liaise with the school cook</li> <li>• All staff have their first aid training updated every three years</li> <li>• We have a Medical Policy in place.</li> <li>• Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</li> <li>• We regularly monitor attendance and take the necessary actions to prevent unauthorised absence.</li> <li>• We liaise with the Education Welfare Officer on a regular basis</li> <li>• We have a school council to express the views of the learners</li> </ul>	
<b>6</b>	<b>What specialist services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>• Our staff receive regular training and our teachers all hold qualified teacher status.</li> <li>• Two out of the four teaching assistants hold the Higher Level Teaching Assistant (HLTA) status</li> <li>• We have access to a home school link worker (HSLW) should the need arise</li> <li>• The SENDCO attends termly network meetings and an annual conference to keep up to date with changes in Special Needs and Disability (SEND), training and to share good practice</li> <li>• We have a number of established relationships with professionals in health and social care eg the school nurse and the agencies previously named (See question two)</li> </ul>	<i>Green</i>
<b>7</b>	<b>What training are the staff supporting children with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• Our SENDCO is a qualified teacher.</li> <li>• We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills &amp; knowledge delivery of wave 2 and 3 interventions.</li> <li>• Staff are kept updated on matters pertaining to SEND</li> <li>• Staff are able to access CPD opportunities to develop their professional development</li> </ul>	<i>Green</i>
<b>8</b>	<b>How will my child be</b>	<ul style="list-style-type: none"> <li>• Our Inclusion Policy promotes involvement of all our learners in all aspects</li> </ul>	<i>Green</i>

	<b>included in activities outside the classroom including school trips?</b>	<p>of the curriculum including activities outside the classroom and class trips</p> <ul style="list-style-type: none"> <li>• Risk assessments are carried out before any school trips take place</li> <li>• Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted</li> </ul>	
<b>9</b>	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• We have an Accessibility Plan in place and as such we consider our environment to be fully accessible.</li> <li>• We comply with the Equality Act 2010 as we have wheelchair access into the building and have a disabled toilet available for the school community</li> <li>• We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</li> <li>• We consider and adapt the learning environment and resources to cater for children with special needs. If necessary we consult with outside agencies eg occupational therapists to see adaptations are needed</li> <li>• We use the services of REMA for any families with English as an additional language, if necessary</li> </ul>	<i>Green</i>
<b>10</b>	<b>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>• The class teacher and SENDCO visit the children in their nursery settings to see and talk to the children and staff. This enables the children to identify their future teacher during their inductions</li> <li>• We liaise with nurseries and discuss individual children and their needs</li> <li>• We have a robust induction programme in place for welcoming new learners to our setting. This includes three induction afternoons for the children, an induction talk for parents to share expectations with them in the summer term.</li> <li>• In the autumn term we do home visits to all the families in the foundation stage to develop strong home-school links and to support the transition into the school</li> <li>• We offer 'Meet the Teacher' meetings in the autumn term for year one and year two to inform parents of class routines and expectations and to answer any questions they have about school life</li> <li>• If a child starts mid -term they are welcome to attend a taster day before they start to help them settle into the school</li> <li>• If a child starts the school mid -term a member of staff takes the child around the school to ensure they are aware of all areas of the school</li> </ul>	<i>Green</i>

		<ul style="list-style-type: none"> <li>• The head teacher works closely with the main junior school head teacher and ways to improve the already good transition that takes place are regularly discussed</li> <li>• The year two children attend a morning or afternoon induction session at the junior school</li> <li>• The year two class teacher and the SENDCO and a representative from the main junior schools visit the school to meet the children. They also discuss children's progress, special needs and friendship groups</li> <li>• A year two sports day at the main junior school is held to familiarise the children with the school building and also to meet their future peers</li> <li>• When children move to the junior schools their up to date school file is forwarded to their new school, as well as full details of their SEND needs.</li> </ul>	
11	<b>How are the school's resources allocated and matched to children's special educational needs?</b>	<ul style="list-style-type: none"> <li>• Our finances are closely monitored and aligned to the school improvement plan of the school and all our resources are used to support the strategic aims of the school as well as the needs of individual learners</li> <li>• We seek to ensure value for money</li> </ul>	<i>Green</i>
12	<b>How is the decision made about what type and how much support my child will receive?</b>	<ul style="list-style-type: none"> <li>• Quality first inclusive practice (Wave 1) is clearly defined in our school and we expect all staff to deliver this.</li> <li>• Should additional support be required, this is undertaken after consultation with the relevant staff eg Headteacher/SENDCO, class teacher, the child and their families</li> <li>• Working with the learner and their families the class teacher and the SENDCO considers a variety of options of suitable provision before deciding on a course of action.</li> <li>• The amount of additional support given will depend on the individual needs of the child</li> <li>• The SENDCO oversees all additional support by outside agencies</li> <li>• Children's progress is tracked to ensure the interventions put in place are having an impact and are enabling children to make progress</li> </ul>	<i>Green</i>
13	<b>How are parents involved in the school? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations.</li> <li>• We operate an open door policy and teachers are available to answer questions before and after school. Appointments can be made at mutually</li> </ul>	<i>Green</i>

		<p>convenient times</p> <ul style="list-style-type: none"> <li>• All classes hold a 'Meet the Teacher' meeting in the autumn term where they answer any questions parents ask</li> <li>• There are termly class assemblies that parents are invited to as well as the services for Harvest, Christmas, Easter etc that are held at the local church</li> <li>• There is a very strong PTA committee who put on numerous fund raising activities</li> <li>• Our Governing Body includes parent representatives.</li> <li>• We welcome parents/carers to help in the class eg listening to readers, playing maths games and giving support on school trips etc</li> </ul>	
<b>14</b>	<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>• In the first instance, parents/carers are encouraged to talk to their child's class teacher.</li> <li>• Further information and support can be obtained from the school's SENDCO / head teacher</li> </ul>	<i>Green</i>