

Special Educational Needs Information Report

Our vision is to enable all to flourish.

Status and review cycle: Statutory

Responsible group: The school

Next Review Date: August 2025

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of St John’s C of E Academy and will be published annually on the School's website. The report will be updated annually to reflect the changes and plans within the school

1. The type of SEN provision
   1. The SEN provision that the school caters for is:   
      - Communication and interaction  
      - Cognition and Learning  
      - Social, Emotional and mental health  
      - Sensory and/or physical
   2. The school's Accessibility Plan can be found here: [• Link to Accessibility Plan]

2 The school's policies

2.1. The school's policy for identifying and assessing people with SEN is:

* Liaison with previous school or pre-school setting
* School based assessments carried out by the teacher or SENCo
* Assessments carried out by external agencies, e.g. Educational Psychologist, Advisory Teaching Service (ATS)
* Termly progress meetings between Class Teacher and Headteacher
* Discussion between school, parents, child and relevant outside professionals about whether special educational provision is needed.

The school’s SENDCo is Mrs Sarah Mitchell and can be contacted on 01594 832046 - option 4 or via email SENCO@st-johns.dgat.org.uk

2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN:

* All teachers plan for the needs of children with SEN in their class. This includes using advice from outside professionals where appropriate.
* Teaching assistants are directed by the Class Teachers and/or school SENCo to deliver interventions and support within the classroom. Teaching Assistants and Class Teachers regularly liaise to discuss progress and next steps.
* All children identified with SEN (including those with an EHCP) have a short-term plan called a My Plan or My Plan Plus. These outline the expected termly outcomes and specify the provision that will be in place to support this. The SENCo monitors and evaluates this provision at regular intervals and feeds back to Class Teachers and the Headteacher about this.
* My Plans and My Plan Plus plans are reviewed a least three times a year with the Class Teacher, parents and pupils. New plans are devised to take into account progress made.

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN:

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Description automatically generated

* Each child’s progress and attainment is reviewed termly using our school assessment system or other appropriate assessment.
* Monitoring of provision, including interventions, by the SENDCo, Senior Leadership team and Headteacher.
* Structured conversations held between Class Teacher and Parent. This may also involve the SENDCo where appropriate.
* Teacher, parent and pupil all have involvement in reviewing My Plans/ My Plan plus and their voice is included on the My Plan/My Plan plus.

3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an EHCP plan)

3.1 by adapting the curriculum, equipment and learning environment is:

* Quality first teaching is our first step in responding to a pupil’s needs. We will make sure that a pupil has access to a broad and balanced curriculum.
* Class Teachers plan and adapt lessons according to specific needs of all groups of pupils in their class and will ensure that a pupil’s needs are met.
* Trained support staff (under the guidance of Class Teacher) can adapt the teacher’s planning to support the needs of a pupil where necessary.
* Specific resources and strategies will be used to support a pupil both individually and as part of a small group.

Adaptations may include:

* Different grouping or 1:1 work
* Adapting resources, the curriculum or environment
* Pre-teaching content or key vocabulary
* Quiet workstation
* Providing multi-sensory aids e.g. coloured over lays
* Using aids, e.g. reader pens, talking tins, laptops and now and next boards.
* Sensory and movement breaks
* Social stories

3.2 additional support for learning may include:

* Reinforcing and retrieving learning practice in a small group
* Adapting staffing to support a group or on a 1:1 basis
* Providing specific practice with an adult e.g. precision teaching
* Use of a bespoke curriculum

3.3 through extra-curricular activities available to pupils with SEND

* Ensuring SEN children are at the heart of planning when organising events such as sports day, visits and special events.
* Attendance at extra-curricular activities/clubs.
* Specific events for SEN children e.g. Panathlon challenge.

3.4 through improving the emotional, mental and social development of pupils with SEN:

* Using the school’s culture of belonging
* Ensuring trusted adults are available for each child to ensure their voice is heard.
* Internal provision such as nurture breakfast club or use of the sensory room.
* The school follows a carefully planned curriculum to support children’s personal, social, health, citizenship and economic (PSHCE) development.
* Referral to outside agencies through consultation with parents e.g. Young Minds Matter, TIC+, Early help, Play Therapy (This is list is not exhaustive)

4 The School's facilities

4.1 The school's facilities to include pupils with SEND and how new or specialist equipment and facilities is obtained:

* Disabled access including ramps.
* Clear visual edging on doors and edging on Key Stage One playground.
* Large disabled toilet facilities.
* Sensory room
* New building works will be designed with disable access

5 The School's training

5.1 The school's arrangements for training staff in relation to pupils with SEN is:

* Specific training needs are identified and sourced once an analysis of need across the school has been undertaken.
* Ongoing training throughout the year including Quality First Teaching approaches with adaptations and differentiation.
* Advice recommended by advisory teaching service (ATS), educational psychologists, speech and language therapists and other outside agencies.

5.2 Specialist expertise is obtained by the school:

* Liaising with diabetes team so that relevant staff are trained and updated in diabetes management.
* Selected staff have been trained in Speech and Language Level 1 through DGAT.
* Liaison with ATS, EP Service and other relevant services to access appropriate training.
* Several staff members have Team Teach (Positive Handling) training.

6 The School's consultation

The school's arrangements to consult with and involve:

6.1. parents of pupils with SEN about the education of their child is:

* Members of teaching staff are available for daily message at drop off and collection times.
* Class emails and office emails are used to communicate non-urgent messages.
* School messaging service is also used to communicate non-urgent messages.
* Planned parent evening appointments, specifically for SEND children.
* The SENCo meets with parents where there are concerns about their child’s progress and development at school, in the home or in community. Agreed actions are then made and followed.
* My Plan/My Plan plus reviews take place at least 3x a year.
* EHCP annual reviews are completed in a timely manner.
* School newsletters, Ping (messaging service) and the website are used to communication key dates and information.
* Interim and annual reports go out to parents annually.

6.2. pupils about their education:

* Written and live verbal feedback is given to children as they are learning.
* Child voice is included when reviewing My Plan/My Plan plus.
* SLT/Governors/The School Effectiveness Team gather pupil voice which always includes pupils with SEN

7 **The School's Partnerships**

7.1. The school's governing board / proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

* Referring pupils to outside professionals including the Educational Psychologist, Advisory Teacher, Play Therapy, Early Help, School Nurse, Young Minds Matter (This is not an exhaustive list)
* Seeking advice from the Education Inclusion Service
* Holding Team Around the Family Meeting
* Supporting visits to GPs
* Supporting visits to other provision e.g. special school
* Making referral to supporting services including Winston’s Wish, The Peak Charity

7.2. The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

* Designated Teacher (DT) appointed
* DT to attend PEP Meetings
* Attending 6 monthly review meeting with the IRO
* Invite foster carers to visit the school
* Build good relationships with foster carers
* Invite foster carers to meetings including parents’ evenings and review meetings including annual reviews
* Designated Safeguarding Lead (DSL) to attended Core Group meetings where appropriate

7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

* EYFS Lead contacts pre-schools, nurseries and childminders to arranges visits to the current settings and child’s home prior to a child’s admission. This is supported by the SENDCo where appropriate.
* SENDCo attends any multi-agency meetings where appropriate prior to a child’s admission.
* SENDCo liaises with secondary schools for transition and invites SENCo’s to annual reviews where appropriate.

7.4. The school collaborates between the following education providers and other settings:

* Pre-schools, nurseries and childminders (e.g. The Opportunity Centre, Little Stars Nursery and Greenwoods Nursery)
* Previous primary schools that a child has attended and primary schools that a child is due to transfer to, to aid the transition process.
* Secondary schools (e.g. Five Acres High School, Monmouth Comprehensive and Dean Academy).
* Specialist provision (e.g. Heart of the Forest Special School)
* Alternative provision
* Parents who intend to home school

8 The School's key contacts

SEN co-ordinator:

* Mrs Sarah Mitchell [SENCO@st-johns.dgat.org.uk](mailto:SENCO@st-johns.dgat.org.uk) 01594 832046

If you have concerns about SEND provision at St John’s, please discuss with the Class Teacher in the first instance. If you have further concerns then please contact the SENCo. If your concerns have not been resolved then please consult with the Headteacher.

The contact for complaints from parents with pupils with SEN:

* Mrs Joanne Peaper [head@st-johns.dgat.org.uk](mailto:head@st-johns.dgat.org.uk) 01594 832046

The school's complaints policy can be found here: [St John's CE Academy - Policies](https://st-johns-academy.eschools.co.uk/web/policies/199762)

9 The School's Link to the Gloucestershire Local Offer

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at [Glosfamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1)

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: August 2025

Signed Senco\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher\_Joanne Peaper\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_