

**St John's Primary School Special Educational Needs and  
Disabilities (SEND) Information Report  
Autumn 2019**



All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Our vision 'That all may love, learn and flourish' underpins everything we do so that all children to become confident, secure, caring individuals who achieve personal success academically, socially and emotionally.

We hope to achieve this through: -

- The delivery of the Early Years Foundation Stage and the National Curriculum incorporating breadth, balance, continuity and progression.
- The use of a range of teaching and learning strategies catering for different pupil learning styles.
- The promotion of high standards, excellence and enjoyment.

**How do we achieve this?**

<b>Information and Guidance:</b>	
<b>Who should I contact to discuss the concerns or needs of my child?</b>	
Class teacher	<p>He/She is responsible for:</p> <ul style="list-style-type: none"> <li>• Adapting and refining the curriculum to respond to strengths and needs of all pupils.</li> <li>• Checking on the progress of pupils and overseeing the planning and delivery of any additional support required.</li> <li>• Contributing to devising additional support plans, if your child is on the SEND register, which prioritise and focus on the next steps required for your child to improve learning.</li> </ul> <p>If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed towards the Inclusion Manager.</p>
Special Educational Needs Coordinator (Inclusion Manager) Mrs Wright	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• Coordinating provision for children with SEND</li> <li>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs</li> <li>• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties</li> </ul> <ul style="list-style-type: none"> <li>• Ensuring that parents are: <ul style="list-style-type: none"> <li>❖ Involved in supporting their child's learning and access</li> <li>❖ Kept informed about the range and level of support offered to their child</li> <li>❖ Included in reviewing how their child is doing</li> <li>❖ Consulted about planning successful movement (transition) to a new class or school</li> </ul> </li> </ul>
The Head Teacher	<p>She is responsible for:</p>



**Access**

What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an Equalities policy in place to ensure that pupils with SEND and Disability can take part in all aspects of school life and that the school buildings and outdoor spaces are adapted. This is available on the school website.

Access arrangements currently include:

- Wheel Chair Access to all buildings
- Disabled toilet facilities including a shower
- The new building has been designed with a new lift to ensure access to all.

Depending on need, an individualised access and/or medical care plan will be drawn.

Additional planning and risk assessments are undertaken to ensure that pupils with SEND can take part in the range of extra-curricular activities that the school offers including outings and residential visits. If risks are deemed as high parents may be asked to accompany and take responsibility for their child to ensure safety during a visit.

**Staffing Expertise**

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND.

Our Inclusion Manager actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We have staff with specialised expertise and qualifications including:

ELSA (Emotional Literacy Support)

Drawing and Talking

Lego Therapy

Anger Management

Nurture Group leaders

Phonic Support

**Transition**

How will the school help my child to move to a new class/year group or to a different school?

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support a successful transition in various ways.

When moving to another school:

We will contact the School Inclusion Manager and share information about special arrangements and support that has been made to help your child achieve their learning goals

We will ensure that all records are passed on as soon as possible

When moving classes in school

An information sharing meeting will take place between the old class teacher and the new one.

Opportunities to visit the new class /teacher.

In some cases, a transition book may be completed with the child to include photos of the new class and new teacher.

In Year 6 /7 Transition

The Inclusion Manager and/or class teacher will attend the Primary to Secondary Transition meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

On some cases additional meetings maybe arranged to create a more detailed 'transition' plan which may include more visits to the new school and/or additional visits from the new school.

**External partnerships**

What support from outside does the school use to help my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Agency	Description of support
Educational Psychology Service Our attached Educational Psychologist is Juliette Daniel	Provide support to staff, parents and pupils concerning a range of needs and strategies to support within school. May carry out formal assessments to help identify needs.
Primary Behaviour Support Team	Provide advice and support to help staff manage complex behaviour needs in mainstream settings.
Speech and Language Therapy	Provide therapeutic support and advice to help pupils develop their speech, language and communication skills. May be delivered as a series of clinic based sessions or advice to school.
CAMHS (Child and Adolescent Mental Health Service).	Provide advice, diagnosis and support for pupils who have, or are suspected of having mental health issues including (but not limited to) autistic spectrum condition and attention deficit disorder.
Family Lives Parent Partnership Service: Tel: 020 3131 3150	The Parent Partnership Service provides independent information and advice and guidance for parents /carers of children and young people with SEND.
Virtual School for Children who are Looked After <a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a>	This service oversees and monitors provision for children who are in care of the Local Authority

The full range of local support which may be available to support your child both within and outside of school can be found in the Croydon Local Offer for pupils with SEND  
<https://www.croydon.gov.uk/education/special-educational-needs>

**Parent/Carer Involvement**

How can I help my child?

If you are concerned about your child's progress you should speak to their class teacher.  
 If a referral to an external agency is made for a child to attend the appointments.  
 Where a child is on the SEND register, attend termly individual education plan meetings and support the staff in delivering targets.