

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

## Autumn 2021



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>	
Who should I contact to discuss the concerns or needs of my child?	
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 Mrs Martin	<p>She is responsible for:</p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, including the provision made for pupils with SEND</li> </ul>

SEND Governor Mrs Iyashere	She is responsible for: <ul style="list-style-type: none"> <li>Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.</li> </ul>
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**SEND support Assessment Planning and Review**  
How will the school decide if my child needs extra help?

Ongoing monitoring takes place by class teachers and coordinators to identify pupils who are not making adequate progress.  
After discussion with key staff and parents, additional class based support may be put in place and the impact of the support is measured over a period of two terms.

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Where there are still concerns that a pupil is not making progress the class teacher will have further discussions with parents/carers and Inclusion Manager. Targets and actions to help your child overcome difficulties will be recorded in an Additional Support Plan or Behaviour Support Plan. Actions agreed take into account each pupil's strengths as well as their difficulties. The plan will identify ways in which you can support your child and also ask for the views of your child (if appropriate). The impact of the additional support will be reviewed termly and you will be invited to be part of the review. At this point, with parental agreement, a child will be placed on the special needs register.

In some cases, it may be necessary to increase the level of support to help your child make progress. This may involve seeking help and advice from a range of specialist services such as the Educational Psychology Service or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

If, despite increased support, it is evident that the severity and complexity of your child's needs require provision beyond that which can be offered by our own resources a request for an Education Health Care Plan may be requested. Further details about this process will be explained by the Inclusion Manager and information published in the LA Local Offer.

**Tests and Examinations: Access Arrangement**  
For some pupils' additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time; rest breaks or use of a scribe. A member of staff will talk to you if they feel that your child would benefit from these additional arrangements.

**Curriculum and Teaching Methods (including groupings and interventions)**  
How will teaching be adapted to meet the needs of my child?

Our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupils needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.  
Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.  
Additional adults are used flexibly to help groups and individual pupils, with a long term goal of developing independent learning skills  
In addition to planned differentiation in the classroom there are a range of additional interventions, for example, small group booster sessions; additional phonics/ spelling activities; Speech and Language Therapy groups; Social Skills groups; and various therapy opportunities including Drawing and Talking, Anger Management, ELSA Lego Therapy are available in the school. Your child's class teacher will talk to you if they feel that your child would benefit from these.

**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

Literacy Catch Up

Numeracy Catch Up

### **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.

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:

<b>Agency</b>	<b>Description of support</b>
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 Our attached SALT (Therapist) is Karen Barwell	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.
Occupational Health	Croydon Children's Occupational Therapy Service provides therapy, advice, equipment and adaptations for children who have disabilities or difficulties with everyday tasks. The service is based at the Crystal Centre, yet work in a variety of settings including schools, and the child's home.
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 (CLA) <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 initially 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.