



ST JOHN THE BAPTIST  
CHURCH OF ENGLAND SCHOOL

## Special Educational Needs and Disability (SEND) School Information Report

### **School Vision & Ethos: We believe, we achieve**

At St John the Baptist C of E Primary School, we **believe** that everyone in the school community is responsible for instilling in our children the values that will help them to become confident and responsible members of society. We are committed to providing an excellent education through helping children to **achieve**, by developing enquiring minds, instilling the motivation to learn and the ability to work both independently and collaboratively.

Every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school.

### **Policies for identifying pupils with SEN and assessing their needs**

We know your child needs help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Outside agencies inform us of identified needs.

As part of the school's admissions process, home visits or in-school meetings are held with parents/carers and the child before they start the school. This is to discuss any needs that the child may have and to discuss how we can ensure that the child's needs are met.

If a member of staff has a concern about a child's learning need or if they believe that a child needs additional support, they are encouraged to speak to the SENDCO immediately and complete the referral to SENDCO form along with samples of the child's work. Where leaders are concerned about the progress of children's attainment, teachers are asked to discuss progress and explain the support in place in fundamental check meetings.

The SENDCO and class teacher will then meet to discuss the child's needs. If it is felt that the child needs additional support and is to be placed on SEN support then a further meeting would be organised with the child's parent/carer, a plan made and any referrals to professionals made.

If the parent or school feels the child requires an education, health & care (EHC) needs assessment, then a request is made.

## What kinds of special needs are provided for in this school?

We provide for all kinds of needs at the school, usually grouped into four categories:

- Communication and interaction
- Cognition (thinking) and learning
- Physical and sensory
- Social, emotional and mental health needs.

## Arrangements for consulting parents and children with SEND

Parents are invited to school when SEN has been identified. They are provided with a termly provision map and invited to provide their feedback and contribute to plans. If a parent wants to request an EHC needs assessment and the school is in agreement with this, then the SENDCO will support the parent in completing the request if the school is not yet in a position to make the request (i.e. reports from professionals have not yet been received).

We always involve children in meetings about their progress alongside parents, where appropriate. We regularly ask children about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual reviews using an 'all about me' questionnaire.

## Arrangements for assessing and reviewing pupil's progress towards outcomes

- The class teacher will work with the SENDCO to discuss individual needs.
- The SENDCO will talk to the child and parents/carers to find out their views and needs.
- The SENDCO will come to lessons and work with the child.
- There may be referrals to outside agencies (consent from parents/ carers is always obtained first).

For all children on the SEND register (EHCP and SEN support), support plans are reviewed three times a year in October, February and May. This allows for plans to remain in place over transitional periods of the year. Additional information around the progress of these children is gathered from children in Fundamental check meetings. When a child has an EHC plan, Annual Reviews are held annually (or six monthly if under five) to ensure that children are progressing as expected. If it is felt that the EHC plan requires review prior to this schedule, then an emergency annual review is held. Parents and the children are involved in all review meetings, unless it is not considered appropriate to involve the child.

## Arrangements for supporting pupils moving between phases of education and preparing for Adulthood

Many strategies are in place to enable the pupil's transition to be as effective as possible. These include:

- Discussions between the previous or receiving schools prior to the transition.
- All teaching staff will be involved in 'handover' meetings to discuss pupils when they transition within the school.
- All pupils attend a transition session in which they spend time with their new class teacher and where possible, new teaching assistants, before the end of the academic year.
- Additional visits are arranged for pupils who may need extra time in their new class/school or need additional time adapting and familiarising themselves with new teachers and environments.
- All teachers of pupils with an EHCP will produce a transition 'passport' which includes more detailed information about the individual's strengths and successful strategies that have been employed to support their continued learning and progress.
- PSHE (Jigsaw) during the Summer Term is used to support all pupils' transitions and addresses how to manage the changes ahead.
- Secondary school staff visit pupils prior to them joining the new school.

- The SENDCO will liaise with SENDCOs from the relevant other schools to share information regarding pupils with SEND.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCO, other relevant SENDCOs, parents / carers and the pupil if appropriate.
- SENDCOs from relevant schools are invited to attend Annual Reviews of pupils' with EHCPs transitioning into secondary schools.

### **The approach to teaching pupils with SEND**

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or support staff in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Maths and English skills etc. then the pupil will be placed in a small focus group. This intervention will be run by the class teacher or a member of support staff. The length of time the intervention will vary according to need but will generally be for one term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning. These interventions are recorded on a Provision Map (this is a record of the intervention, timings, strategies and impact).

### **How adaptations are made to the curriculum and the learning environment of pupils with SEND**

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress. Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If a child has been identified as having a special educational need they will have an individual provision map (IPM). Targets will be set accordingly to their area of need. These will be monitored by the class teacher weekly and by the SENDCO at least three times a year. Provision maps will be discussed with parents/carers at teacher consultations (three per year) and sent home each term.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

### **Additional support for learning that is available for pupils with SEN**

The school works with both a speech and language therapist and an occupational therapist who both attend the school. The school also works with the re-engagement unit (REU) from Hackney learning trust who attend on a case by case basis. Other additional support comes in the form of:

- Specific resources to help the learner e.g. sensory aids, assistive technology or visuals support.
- TA adult support in class that promotes independence.
- Precision teaching from a member of senior leadership team (SLT).
- Interventions provided by either a teacher or teaching assistant e.g. speech and language, phonics, motor skills.
- Invitation to a particular club.
- Mentoring from a member of the pastoral team/ SLT.
- Social and emotional support.

### **The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured**

Regular INSET is held in school with foci that are identified from the school's development plan. These may be held by the SENDCO, another member of the SLT with a particular expertise or a professional service

that works with the school. If it is felt that there is a need which cannot be met by this group, then an external company would be secured.

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties.
- How to support children on the autistic spectrum.
- How to support children with behavioural, social and emotional needs.
- How to support children in literacy and numeracy.

Occasionally a pupil may need more expert support from outside of school such as educational psychology. Where this is the case a referral will be made with parental consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.

Expert services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse
- Inclusion Team

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

The type of support, equipment and facilities needed to support pupils with SEND is led by the child's individual need. Pupils with an EHCP will receive support linked to their identified needs and targets. The SEND budget is then allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.

The additional provision may be allocated after discussion with the class teacher at a provision map review or if a concern has been raised at another point during the term.

Resources may include deployment of staff depending on individual circumstances.

### **How the effectiveness of the provision made for pupils with SEN is evaluated**

Provision for all pupils is observed during regular learning walks and through book looks. There is a focus on SEND on a regular basis and this is evaluated by the SLT. During Fundamental check meetings, teachers are asked to discuss the effectiveness of intervention.

### **How are pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN?**

As an inclusive school, all children are encouraged to participate in a wide range of activities. Where it is felt that a child with SEN finds it a challenge to participate in a particular activity then adjustments are considered. This may be in form of assistive technology, additional adult support. This would be facilitated on a case by case basis.

## What is the support for improving emotional and social development?

Emotional and social development are promoted across the curriculum and particularly in the PSHE curriculum. Classes will also hold circle times if and when a particular worry or concern arises. Where there is a concern around a children emotional or social development then a plan to provide additional support is devised. This will consider the particular needs of the child in question, their relationships and how these can be met. Support may include but is not limited to:

- Creating a circle of friends for the child.
- Social skills group.
- Checking in regularly with a member of staff.
- Invitation to attend a particular club after school.
- Bereavement sessions.
- A referral to Young Hackney.
- A referral to CAMHS or First Steps.
- A pastoral support plan.
- A referral to the REU and a bespoke plan.

All members of staff are readily available for pupils who wish to discuss issues and concerns and where appropriate, mediation sessions are carried out.

St John the Baptist is vehemently anti-bullying. The school participates in nationwide annual events and initiatives. Through these and additional PSHE lessons, pupils learn about the different types of bullying that they could encounter, including those online, and the actions they need to take to keep themselves and others safe and happy. Any reported incidents are dealt with swiftly and where appropriate include the involvement of parents/carers.

Social media and a plethora of pupil voice opportunities also add to the actions taken to ensure our anti-bullying stance is a priority.

In some cases, the emotional and social development may meet the threshold for the SEN register. Circle of friends has been very successful in improving the relationships between a few children with SEN and their peers. The views of children with SEND are always sort, through conversations with the SENDCO or their class support where appropriate.

## How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families

St John the Baptist strives to work collaboratively with other agencies to ensure the best possible support for SEND pupils' and their families. This is sought through referrals from a range of agencies, including but not limited to:

- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- WAMHS (Wellbeing and Mental Health in Schools)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)

## Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If you have concerns about your child's progress you should speak to your child's class teacher. If you have further questions or are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO.

Formal complaints should be made to [governors@primaryadvantage.hackney.sch.uk](mailto:governors@primaryadvantage.hackney.sch.uk) The school follows Primary Advantage federation's complaints procedure, which is available here:

<https://primaryadvantage.co.uk/about-us/governance/primary-advantage-policies/>

## Contact details of support services for parents of pupils with SEND

The Hackney SEND Information, Advice and Guidance Service (SENDIAGS) is an arm's length service providing impartial and confidential information, advice and support to parents and carers of children with Special Educational Needs and/or Disabilities (SEND) and young people and children with SEND.

Tel: 020 7275 6036

Email: [SENDIAGS@learningtrust.co.uk](mailto:SENDIAGS@learningtrust.co.uk)

Website: [www.hackneylocaloffer.co.uk](http://www.hackneylocaloffer.co.uk)

KIDS, Independent Support Service. KIDS is a national charity supporting disabled children, young people and their families. KIDS Independent supporters work across the borough of Hackney. Please see the attached leaflet for further details

Telephone: 020 7288 7175

E-mail: [IS.london@kids.org.uk](mailto:IS.london@kids.org.uk).

Website: [www.kids.org.uk](http://www.kids.org.uk)

## Named contacts within the school for when young people or parents have concerns

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher or the SENDCO: **Eleanor Seed** [office@st-john.hackney.sch.uk](mailto:office@st-john.hackney.sch.uk)

Other key people are:

LAB link member for SEN: **Reverend Graham Hunter**

Federation link governor for SEN: **Heather Rockhold**

If you have any other questions, please contact the school on: **0207 739 4902**

## The school's contribution to the local offer and where the LA's local offer is published

The Children and Families Act 2014 requires the publication of a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Hackney Education will allow the local offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

You can find the local offer website here: <http://www.hackneylocaloffer.co.uk>

There are 17 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

### **The arrangements for the admission of disabled pupils**

Admissions, for all pupils from Reception to Year 6, are arranged by application to Hackney Education. If successful, St John the Baptist then receives notification that a child has been allocated a place. Nursery applications are made directly to our school. Further considerations are then made in the light of need and accessibility on an individual basis.

### **The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils**

St John the Baptist endeavours to ensure that no child is unable to attend our school because of any special need or disability. In order to promote equality of opportunity for disabled children we will make all reasonable adjustments to prevent them being at a disadvantage. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

### **The facilities we provide to help disabled pupils access our school**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Low level access to all school buildings.
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, email [transport@learningtrust.co.uk](mailto:transport@learningtrust.co.uk)

### **How to find our school's accessibility plan**

The school accessibility plan is updated at least every three years. You can find a copy on our website here: <https://st-john.hackney.sch.uk/about-us/school-policy/school-policies/>



## Appendix 1

### Useful Websites



<http://www.netmums.com/parenting-support/special-needs>

**contact** a family  
for families with disabled children

<http://www.cafamily.org.uk/>



<http://www.hiphackney.org.uk/>



<http://www.specialkidsintheuk.org>

**Scope**  
About disability

<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>





<https://www.homerton.nhs.uk/hackney-ark/>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

all about people

Dyslexia  
Action

<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk>