

Pupils with Special Educational Needs or Disability

St Johns School can offer you:



ST JOHN'S CE
PRIMARY SCHOOL

- A team dedicated to your child's needs including a qualified SENCO with over 20 years teaching experience, an assistant SENCO who is a teaching graduate with extensive training and expertise, a child wellbeing and nurture lead trained in Nurture UK strategies to help SEMH an Early Years Lead with 20 years teaching experience and a dedicated team of teachers and teaching assistants who are trained in all areas of SEND.
- A friendly listening ear - You can talk to your child's class teacher in the first instance about any concerns.
- A caring environment, where academic and social, emotional and

mental health run hand in hand.

- Teaching staff who provide quality first teaching through our carefully planned curriculum which is adapted using our ordinary available provision.
- Teaching staff with up to date training to meet the needs of individual pupils.
- Access to specialist services such as Speech and Language, School Nurse, Reflexions, Health and Occupational Therapy.

Your Child's School Journey

Some children will start Nursery already having a special need identified by parents or health workers. For some children, any special need or disability may not be so obvious. At St John's we are **A family of equal, diverse and unique people, made in the image of God** and addressing individual, diverse and unique needs is what St. John's strives towards, making the school journey as smooth and seamless as possible.

In the classroom, we cater for all children using a variety of teaching styles and a range of resources and equipment to aid learning. Your child does not need to be on the Special Educational Needs register to access our ordinary available provision. We always make reasonable adjustments where necessary to cater for specific needs. In school, we have many programmes that can be accessed to boost learning and emotional resiliency for all pupils including:

- ❖ Nesy to support English and Maths
- ❖ Big Maths CLIC, Learn Its and SAFE for all children on a weekly basis
- ❖ RWI phonics interventions
- ❖ Reciprocal reading interventions to support reading comprehension
- ❖ Friends Groups to support social interactions
- ❖ Talk about for Children and Volcano in my Tummy SEMH groups
- ❖ Sensory circuits and sensory boxes available to meet sensory processing needs.

Staff Training

St Johns staff are always trying to keep abreast of new training to help and support our SEN pupils. These include:

- ❖ Dyslexia Friendly strategies
- ❖ Autism Awareness Training
- ❖ Big Maths
- ❖ Accelerated Reading

- ❖ Reciprocal Reading
- ❖ Attachment Training/Emotion Coaching and trauma informed approaches
- ❖ De-escalation training
- ❖ Medical training
- ❖ Boxall Profile
- ❖ EEF Five a day
- ❖ Nurture UK Principles of Nurture

Mrs L Mills is St John's Special Educational Needs Coordinator



You can contact her through the school reception area or by telephone

01543 452197 or via email
sen@st-johns.walsall.sch.uk

What does a 'typical' journey for a child with special

needs or a disability look like?

A whistle stop tour:

We have a graduated response to identifying special educational needs. You as a parent may have some concerns about milestones not being met, or the school staff may have concerns about levels not being achieved. This may be for a variety of reasons –sensory, such as sight or hearing issues, attention difficulties, physical development or concerns around fine motor control. The first step is talk to your child's class teacher. This will serve as an information sharing process in a friendly environment.

Observations will be carried out and where appropriate, we will take a graduated response where we will **assess** so that we have a clearer picture of your child's needs. After parental discussion we decide together if any further action is necessary. If we decide that more work is needed, a **plan** is put into place – resources sourced and your child's needs are planned for within the classroom. The plan will be specific and will run for an agreed amount of weeks to see if there is any impact. Class teachers or support staff may '**do**' this through adaptation of ordinary available provision in lesson or through specific interventions.

After a term we will **review** the impact. If there has been progress, then no further action will be required and your child will be monitored. If not, we discuss next steps. This may be in the form of an agreed intervention involving small group work or adapted lessons using our ordinary available provision such as glossaries, word mats, worked examples or other scaffolds. We may wish to set targets at SEN Support level. We will then continue to set termly targets that are achievable and specific that enable your child to move forward.

Sometimes, we may have to call on other agencies to support the work we carry out with your child. This may be in the form of Health Services, Hearing or Vision Impairment Services, Speech and Language, Occupational Therapy, Educational Psychologists or Family Support Workers. They can offer help, advice and assessments to make targets more specific to the child's needs. Once again, all this is carried out in consultation with parents and carers.

Following a cycle of plans, if we feel that your child is not making as much progress as we would have liked, we may have to apply for top up funding in school in the form of an **Educational Needs Health Care Assessment**. We will support parents through this process and Walsall's 'Information, Advice and Support Service (SEND) Or IASS(SEN)' can be accessed independently to give impartial advice and information.

<https://www.wald.co.uk/kb5/walsall/asch/service.page?id=yj2W-cxJVEg>

Depending on the age of your child, we use a variety of assessments to get an all-round picture of developmental stages and progress.

Here are some of the assessments that we may carry out:

- ❖ WELLCOMM – a speech and language assessment tool.
- ❖ RWI & phonics screening check – these tests how many phonic sounds the children know in isolation.
- ❖ Common exception word check list – this is to see which of the most frequently used words your child can read with ease.
- ❖ Salford Reading Test – this gives us a reading age score.
- ❖ Star Test – this assesses reading ability and comprehension.
- ❖ Big Maths CLIC and Learn Its weekly tests
- ❖ Boxall Profile to assess SEMH needs

Transition

We know that to some children every transition is a loss. That is why we try to prepare them for every eventuality, especially when they are moving classes. These are some of the things that we do! In school, staff hold meetings to discuss the specific needs of any vulnerable or SEND pupils. Transition plans are put in place for those who need a little extra support in collaboration with parents. In Nursery your child comes into Nursery to visit. We start assessing children informally from this point, listening to your views. For secondary transfers, the children visit their new schools. Where possible, pupils with SEN have extra days that are specifically designed to meet their needs. On these days the children meet the support staff and get to know the school. Additional visits and meetings can be arranged if we feel a pupil needs this. Secondary school staff will be invited to review meetings for children who with SEN so that parents and pupils can put names to faces. We have an open day for all prospective new parents where you can meet some of the staff, see the school in operation and have an overview of the school, with time to ask questions! We provide a summary to take away with the main points as a reminder. We have a whole school shuffle experience where the children spend time in their new class doing lots of fun things. All children will get to know where their coat goes, where to put their lunch bag and who their new classmates are. New staff make themselves known to the pupils by taking them for story time, visiting the class, going out on the playground and taking part in worship. Early evening meetings are arranged for parents to meet staff, explain how the year group works and answer any questions that you may have.

Complaints Procedure

Obviously, we never want to get to this stage! However, there may be a time where you feel that you need to make a more formal complaint and we understand this. This can be found on our school website under 'School Policies'.

Information on Walsall's Local Offer can be obtained through the following channels:

Telephone - 01922 652800 Website - <https://send.walsall.gov.uk/>

In writing: Children's Services – Education Walsall Council Education Development Centre Pelsall Lane Rushall Walsall WS4 1NG

Family Action: Walsall SENDIAS Service, Special Educational Needs and Disability Information Advice and, Support Service (SENDIASS) A free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. To contact them: Telephone - 0808 802 6666 Email - walsallsendiass@family-action.org.uk Website - www.walsall-sendiass.org.uk

In writing to: Walsall SENDIAS Service, Manor Farm, Community Centre King George Crescent Rushall , Walsall WS4 1EU