

SEND in a Nutshell

St. John's C.E. Primary School
'High standards – through a caring community'



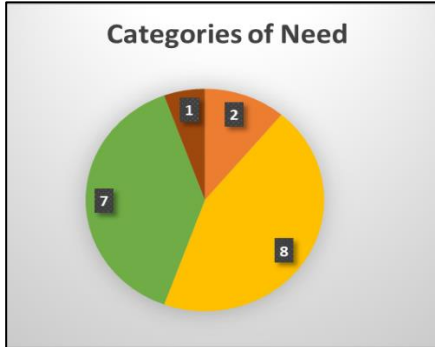
Intent & Context

We provide a quality education at St John's as an entitlement for all children regardless of ability, background, gender or race. Through the removal of barriers to learning and an effective partnership between parents, school and outside agencies, we aim to allow the children to develop fully, both socially and academically, and reach the same high standards as their peers.

The percentage of St John's children currently with SEND 9.6% (incl. 1% EHC Plan) compared to the National figure ...14.6% (incl. 2.1% EHC Plan)

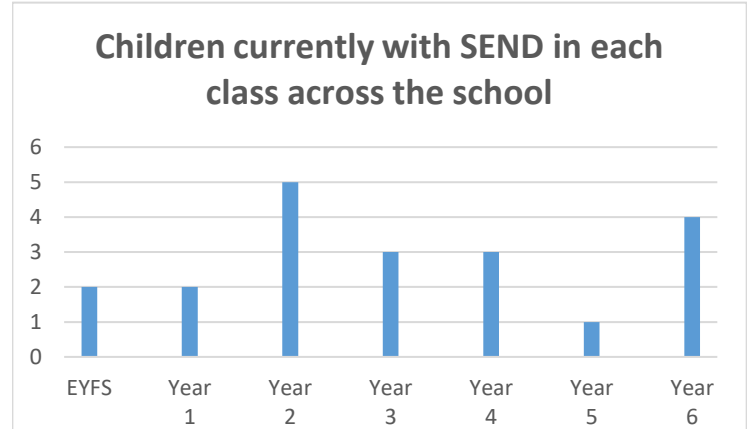
EHC Plans
 KS1 ... 0
 KS2 ... 2

- Types of SEND Needs at St Johns
- Medical and Physical
 - Communication & Interaction
 - Cognition & Learning
 - Social, Emotional & Mental Health



Attendance 2020-2021

Whole School 97.5%
 EHC Plans 100.0%
 SEN Support 98.5%



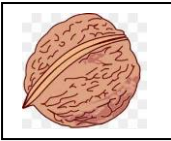
Impact

KS1

Subject	With SEND at or above standard	No SEND at or above standard	SEND gap	National average For SEND
Reading	33%	93%	-60%	-45%
Writing	0%	80%	-80%	-47%
Maths	33%	89%	-56%	-43%

KS2

Subject	With SEND at or above standard	No SEND at or above standard	SEND gap	National average For SEND
Reading	75%	89%	-14%	-57%
Writing	25%	79%	-54%	-64%
Maths	50%	89%	-39%	-62%



SEND in a Nutshell



Implementation & Provision

Provision

Support aims to remove barriers for a child in order that they may then thrive on an individual basis. Support may include;

- Adaptations to a child's work
- Provide learning resources e.g. word banks, laptops
- Planning for the physical learning environment
- Developing trusting relationships
- Highly trained teaching and support staff



Graduated Support

1. The universal response, through First Quality Teaching, aims to address a child's needs in the classroom with the class teacher
2. Targeted Interventions are bespoke support for an identified need e.g. difficulties with times tables
3. Individualised Interventions are support provided from external specialists and is usually over a longer period e.g. Sensory Support Services, Speech and Language therapy



The graduated approach

Adult Deployment

Deployment of adults is carefully planned to meet the needs of cohorts and individuals, such as:

- Additional teaching assistant hours for an individual or class
- One to one or group support within lessons
- One to one or group support for bespoke activities
- Use of external professionals to meet a specific need for the child, support parents or enhance the school's training



Parental Engagement

The progress of a child is directly linked to the engagement and aspirations of parents and carers. This is reinforced by the valuable partnership between home and school. The school aims to:

- Keep parents/carers fully informed of their child's progress
- Ensure that all parents are supporting their children's educational development, where appropriate support and challenge is put in place to support families
- Help parents support their children e.g. workshops and clarity of information to support parents in understanding the curriculum requirements
- Involve parents fully in wider school life e.g. parent helpers, invitations to curriculum and social events, weekly achievement assemblies and using their expertise to support theme weeks/days
- Actively seeking parental views and feedback about their child's education and well being via Termly Parent Forum Meetings, where the parents set 3 objectives they would like the school to work on and an annual questionnaire.



Transition

Transition between settings, Key Stages and Year groups can be unsettling for many children but particularly those with additional needs. The school prepares the child and families for any changes in the following ways:

- First Steps is our programme of support for new Reception starters this includes visits to see the child in their pre school setting, parents and children visit St John's over a period of 6 weeks prior to starting and a series of parental meetings to ensure parents have the correct knowledge before their child starts
- SEND Meetings are held three times a year between the Inclusion leader, parents, child and any agencies involved
- Class Transitions; children meet their new teacher, spend time in their new class and teachers liaise regarding specific needs of children and families
- Parental Meetings e.g. Meet the teacher to equip parents with a working knowledge of the expectations of a year group
- High School Liaison; between staff, an induction day and additional visits for those children with particular anxiety or additional needs
- End of year reports identify next steps and key strengths as a child moves classes

