

## St John's SEN Information Report

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**School Name:** St John's Primary School

**Address:** Victoria Road, Knaphill, Woking, Surrey. GU21 2AS

**Telephone:** 01483 476450

**Email:** [tfoster@stjohnsknaphill.co.uk](mailto:tfoster@stjohnsknaphill.co.uk)

**Website:** [www.stjohns.surrey.co.uk](http://www.stjohns.surrey.co.uk)

**Ofsted link:**

**Head teacher:** Miss Sarah May

**SENCo:** Mrs Tina Foster

**Date completed:** September 2016

Question	Response	School Self-evaluation
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1	<p><b>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• The progress of all pupils is monitored regularly by class teachers and the senior management team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for <b>additional support</b>.</li> <li>• The school goes through a process of assessing needs, planning action to be taken, , putting the action plan into place and then reviewing the child's needs, at regular intervals.</li> <li>• The Progress meetings take place every half term.</li> <li>• Data is looked at carefully during progress meetings and used to analyse progress and attainment relative to age expectations.</li> <li>• The overall development of children is also discussed.</li> <li>• We have an open door policy to encourage parents/carers to speak to the class teacher about any concerns initially and then an appointment can be made to speak to our <b>Special Needs Coordinator (SENCO)</b> for further help and advice.</li> <li>• Similarly if parents/carers have any concerns about their child's physical, emotional, social or behavioural needs they should in the first instance arrange to meet with the class teacher and/or our SENCO.</li> <li>• The school has an SEN policy which can be found on the school website.</li> <li>• The SENCO is Mrs Tina Foster, Tel 01483 476450 and her email is <a href="mailto:tfoster@stjohnsknaphill.co.uk">tfoster@stjohnsknaphill.co.uk</a></li> </ul>	
2	<p><b>How will early years setting / school / college staff support my child/young person?</b></p>	<ul style="list-style-type: none"> <li>• We are a mainstream inclusive school that fully complies with the requirements outlines in the Special Educational Needs Code of Practice (2014) Staff have been trained so as to cater for learners who may have difficulties with:</li> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical</li> </ul>	

- We make reasonable adjustments to our practices so as to comply with the Equality Act (2010)

We have staff that have trained in the following areas,

- Reading Recovery
- Success@arithmetic
- First class @ Number
- Boosting Reading @ Primary
- Attachment Training
- Using Numicon to support numeracy teaching
- Colourful Semantics
- ELSA support

We adopt a graduated approach to meeting the needs of all our children. Through Quality First Teaching our staff make reasonable adjustments to help include all children, not just those with Special Educational Needs. We take a holistic approach to supporting learners. All members of the school staff contribute to the pastoral and academic support we give to our pupils.

- When the school identifies the need for additional support to enable a pupil to make expected progress the class teacher, with support from the SENCO, will draw up a plan of support. This plan will then be shared with the parents/carers and the child.
- This **individual support plan (ISP)** will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.
- Our **school provision map** shows the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support children to make increased progress.
- We monitor the impact of interventions, where possible, through regular meetings and tracking of pupil progress.
- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive an annual report from the SENCO / Head Teacher on the progress of pupils with SEND.

3	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<p>All children receive <b>Quality First Teaching (QFT)</b>, which is summarised below:</p> <ul style="list-style-type: none"> <li>• highly focused lesson design with sharp objectives</li> <li>• high demands of pupil involvement and engagement with their learning</li> <li>• high levels of interaction for all pupils</li> <li>• appropriate use of teacher questioning, modelling and explaining</li> <li>• an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups</li> <li>• an expectation that pupils will accept responsibility for their own learning and work independently</li> <li>• regular use of encouragement and focused praise to engage and motivate pupils.</li> <li>• This is monitored regularly by the leadership team.</li> </ul> <p>All teachers are provided with information on the needs of individual pupils so they can plan the learning within our curriculum to ensure all pupils are able to make progress. Differentiation is embedded in our curriculum and practice. We have regular Pupil Progress Meetings which helps us to monitor and implement appropriate support for individual children. (If for example a child has <b>Speech, Language and Communication Needs</b> teachers will use simplified language and pictures to support them to understand new vocabulary)</p> <ul style="list-style-type: none"> <li>• Best practice is shared across the school.</li> </ul>	
4	<p><b>How will I know how my child/young person is doing and how will you help me</b></p>	<ul style="list-style-type: none"> <li>• The school has a regular reporting cycle where parents are informed of progress.</li> <li>• Parents/carers and pupils will be invited to a meeting twice a year, in the Autumn and Spring term to discuss the support that the school is providing and how they can best support the learning and progress of their child at home.</li> </ul>	

	<p><b>to support my child's/young person's learning?</b></p>	<ul style="list-style-type: none"> <li>• At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to move forward in their learning.</li> <li>• In our newsletter (and on our website) we regularly share information about the curriculum.</li> <li>• We host a number of curriculum evenings/learning events to help families understand what learning is expected and how parents/carers can best support their child's need.</li> <li>• To engage and support pupils in their learning and to help them to understand how to move their learning forward, we share with them the 'next steps' needed to improve the standard of their work.</li> <li>• We believe in supporting the development of parenting skills and as such our Children's Centre delivers workshops on site, in collaboration with other agencies.</li> <li>• We have a Home School Link Worker who can support parents and make recommendations on how they can positively engage with their child's learning and all round development.</li> </ul>	
5	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• All pupils are supported with their behavioural, social and emotional development through the curriculum and at playtimes.</li> <li>• We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.</li> <li>• Our robust <b>PSHCE( Personal, Social, Health , Citizenship and Emotional)</b> programme is in place to help develop pupils emotional and social welfare.</li> <li>• It is made clear to every pupil that they can talk to their teacher or teaching assistant and share any worries or concerns they may have.</li> <li>• We work closely with Specialist Support Services, whom we may contact for advice on how to best support/help children who have behavioural problems. (Permission from parents/carers is always sought before involving outside agencies).</li> <li>• Our Behaviour Policy; which includes guidance on expectations, rewards, and sanctions is fully embedded throughout the school.</li> </ul>	

		<ul style="list-style-type: none"> <li>• We regularly monitor attendance and attendance figures are sent out weekly in our newsletter.</li> <li>• The school takes necessary actions to prevent prolonged unauthorised absence.</li> <li>• All staff are regularly trained to provide a high standard of pastoral support. This includes training in safeguarding and child welfare.</li> <li>• All teaching assistants and office staff receive regular first aid training.</li> <li>• All staff receive annual training on how to use epi-pens.</li> <li>• Parents/carers are required to fill in a permission form should medicines need to be administered during the school day. Medicines are kept in a locked cupboard and are administered, where necessary by the office staff.</li> <li>• Pupil voice is integral to our ethos, as such <b>School Council</b> meetings take place weekly and thoughts and ideas are shared with the staff and the pupils.</li> </ul>	
6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<ul style="list-style-type: none"> <li>• Some of our staff are trained in specialist areas to support educational needs. We employ a teacher with a specific qualification in developing early reading skills, '<b>Every Child a Reader</b>' (ECAR). Individual teaching assistants have specialist training in specific interventions, such as <b>First Class @ Number, Success @ Arithmetic</b> and <b>Boosting Reading at Primary (BR@P)</b>.</li> <li>• We work collaboratively with a variety of outside agencies that specialise in providing us with <b>Behaviour Support, Language and Learning Support, Speech and Language Therapists (SLT), Education Welfare Officers, Educational Psychologist (EP) and Occupational Therapists</b> and health specialists, including a dedicated <b>School Nurse</b>.( Parental consent is always obtained before we refer to any outside agency).</li> <li>• We also employ a <b>Home School Link Worker</b> who develops effective communication and good working relationships between school, families and other support agencies in the community. The home school link worker works closely with staff members to identify families that need support and home visits can be arranged.</li> <li>• We also have a number of established relationships with other outside agencies</li> </ul>	

		<p>such as <b>Child Adolescent Mental Health Service (CAMHS)</b> and '<b>Targeted Mental Health in Schools.</b>' (<b>TaMHS</b>)</p> <ul style="list-style-type: none"> <li>• We also benefit from outreach support from Freemantles, a local school which specialises in Autism.</li> <li>• We have a particular duty in ensuring that 'Looked After Children' (<b>LAC</b>) are given the appropriate support and care to help support their progress and engagement with their learning environment. Our Home School Link Worker (Mrs. Kelly Lane) and SENCO meets with social services to ensure the child's wider needs are met. A Personal Education Plan (<b>PEP</b>) is produced termly to help support the child develop holistically.</li> </ul>	
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<ul style="list-style-type: none"> <li>• Our <b>Special Needs Coordinator (SENCO)</b> is a qualified teacher and has successfully completed the National Award for Special Educational Needs Coordination. She continues to update her professional development by attending SEN training courses. Relevant information is then disseminated to staff via staff training days and staff meetings.</li> <li>• <b>Continuous Professional Development (CPD)</b> for both teachers and support staff is carefully planned to ensure their teaching meets the needs of all children.</li> <li>• Staff work closely with outside agencies to ensure that children with SEND receive the best possible interventions and teaching methods to enable them to make expected progress.</li> <li>• Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.</li> <li>• Staff have received training from our designated School Educational Psychologist, on how best to support the needs of children who have emotional attachment issues.</li> <li>• Support staff have received training from outside Learning Support agencies on developing questioning techniques that will help children develop their thinking process and thereby move their learning forward.</li> <li>• Support staff who work with children with Speech and Language difficulties work closely with the <b>Speech and language Therapists (SP &amp; LT)</b> and observe the techniques used by the therapists, so that they can better support the needs of the children with whom they work.</li> </ul>	

		<ul style="list-style-type: none"> <li>The school works closely with Learning and Language Support Service, Behaviour Support Service, the Educational Psychologist, Outreach workers from Freemantle School and the designated School Nurse as needed.</li> </ul>	
8	<p><b>How will my child/young person be included in activities outside the classroom including school trips?</b></p>	<ul style="list-style-type: none"> <li>Our inclusion policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.</li> <li>A risk assessment check is completed when planning any activities or visits that take place outside the classroom in line with the Surrey Guidance. The needs of individual children will be considered to ensure they are safeguarded at all times.</li> <li>We actively seek to involve parents/carers in school trips. It is usual to hold meetings with parent/carers to discuss proposed residential trips; thought and consideration is given to all aspects of the trip. First aid kits and where necessary any specific medication is looked after by a member of staff and all adults attending the trip are made aware of any medical issues that a particular child may have.</li> <li>Children who suffer from particular social or emotional issues are, where deemed necessary, prepared for the trip by reading them 'social stories' and showing them photographs of what they can expect to see on a particular school trip.</li> <li>Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</li> <li>Registers are taken for all school activities and we actively monitor the engagement of learners across the school.</li> <li>Children who have one to one support during the school day will also receive one to one support on all school trips.</li> </ul>	
9	<p><b>How accessible is the setting / school /</b></p>	<ul style="list-style-type: none"> <li>Our environment is all on one level and all areas are fully accessible by wheelchair. (We have a mobile wheelchair ramp).</li> </ul>	

	<p><b>college environment?</b></p>	<ul style="list-style-type: none"> <li>• Within our main building we have a changing room and toilet facilities to meet the needs of adults and pupils with physical disabilities and who rely upon a wheelchair. We also have nappy changing facilities.</li> <li>• We value and respect diversity in our setting and do our very best to meet the needs of all our learners.</li> <li>• We can access support from <b>Race, Equality and Minority Achievement (REMA)</b> for those children who have little or no English.</li> </ul>	
<p><b>10</b></p>	<p><b>How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</b></p>	<ul style="list-style-type: none"> <li>• We have a robust induction programme in place to welcome our new learners to our setting. We actively foster good relationships with the local secondary schools our children move on to.</li> <li>• Our Children's Centre forge excellent links with local families which means that we are able to get to know many of the families before the children start school.</li> <li>• Our Nursery induction programme involves home visits together with 'stay and play' days where both children and parents are invited to visit the nursery and play and explore the facilities available.</li> <li>• Children who join the school in the Reception year are invited to visit the Reception class over a period of weeks during the summer term prior to starting school in the autumn term.</li> <li>• Nursery and Reception Classes both hold New Parent meetings.</li> <li>• When children move between year groups they spend a morning in their new class with their 'new' teacher. Extra visits are arranged to meet the needs of more vulnerable children.</li> <li>• Children who may find change difficult will be provided with 'transition books' showing pictures of their 'new' teacher, the classroom, the playground, and location of the toilet facilities.</li> <li>• The transition from Primary to Secondary school will include visits to the new</li> </ul>	

		<p>school to familiarise the children with their new school, staff and facilities. Staff from the secondary schools also visits St John's to meet with the children and class teachers.</p> <ul style="list-style-type: none"> <li>• Prior to transition the SENCO will arrange a meeting with parents of vulnerable children, together with the SENCO from the secondary school to discuss ways in which we can make the transfer as smooth as possible. Where necessary extra visits to help with the transition will be arranged.</li> </ul>	
11	<p><b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Our budget is allocated according to the needs of our <b>School Development Plan (SDP)</b>.</li> <li>• Our finances are monitored regularly by our governors to ensure resources are used to support the strategic aims of our school.</li> <li>• We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for their needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted to meet needs. The <b>SENO</b> has carried out <b>Learning Walks</b> which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.</li> <li>• Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. Further decisions are then made as to whether any additional interventions need to be put in place.</li> <li>• We seek to ensure value for money, so interventions are costed, closely monitored and evaluated regularly.</li> </ul>	
12	<p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>	<ul style="list-style-type: none"> <li>• Quality First Inclusive Practice is clearly defined in our setting and we expect staff to deliver this.</li> <li>• Teaching staff, in consultation with the SENCO and in some cases outside agencies, will decide what appropriate provision and or interventions to put into place. Parents/carers and the child will be involved in this process. Parents are asked to complete a one page profile in respect of their child and this is consulted together with a one page profile which is completed by the learner. The <b>SENCO</b> or class teacher will support those children who need help to fill in the one page profile.</li> </ul>	

		<ul style="list-style-type: none"> <li>• We believe it is essential to have the views of the learner so that they feel involved in their own learning.</li> <li>• The outcomes of all interventions are defined at the start and are carefully monitored for impact.</li> <li>• The SENCO oversees all additional support often in conjunction with the relevant outside agencies.</li> <li>• We monitor all interventions to ensure effectiveness and value for money.</li> </ul>	
13	<p><b>How are parents involved in the setting / school / college? How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>• We are committed to fostering a two way dialogue with parents/carers to support pupils learning, needs and aspirations. We take every opportunity to strengthen this dialogue</li> <li>• We operate an open door policy.</li> <li>• Parents are invited to contribute in a variety of ways. We have a committed <b>Parent Teacher Association (PTA)</b>, where parents can be involved in school life.</li> <li>• The Head teacher also holds monthly <b>Parent Voice</b> meetings. The role of Parent Voice is both consultative and advisory. It is a forum for issues to be addressed based on the needs of the children, parents and the school.</li> <li>• Parents/carers are invited to attend church services, class assemblies, end of year productions, sports day, family workshops, as well as twice yearly parent teacher interviews, where their child's progress is discussed.</li> <li>• Our Governing Body includes Parent/Governors/representatives. The governors are able to take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.</li> <li>• To help in developing reading we have a group of volunteers as well as parent volunteers who come into school on a regular basis to support learners with their reading.</li> <li>• Parents can get involved with the PTA, governors or voluntary positions by completing the Volunteer Form, which can be downloaded from the website.</li> </ul>	

Parents can also speak to their child's classteacher or contact the school office on 01483 476450, or via email – [admin@stjohnsknaphill.co.uk](mailto:admin@stjohnsknaphill.co.uk).

14	Who can I contact for further information?	<ul style="list-style-type: none"> <li>• In the first instance parent/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's <b>Special Needs Coordinator (SENCO)</b> - Mrs T Foster Contact details Tel: 01483 476450 / email <a href="mailto:tfoster@stjohnsknaphill.co.uk">tfoster@stjohnsknaphill.co.uk</a></li> <li>• The <b>Surrey Local Offer</b> will enable parents/carers; children, young people and practitioners/professionals to see clearly which service(s) and support across education, health and social care are available locally for all children and young people from birth to 25 years with SEND, and how and when they can be accessed.</li> <li>• Parents/carers are able to access Surrey County Councils' <b>Local Offer</b>. (This can be accessed through Surrey County Council's website and also on the school website)</li> <li>• A copy of the school's complaints procedure can be found on the school website - <a href="mailto:admin@stjohnsknaphill.co.uk">admin@stjohnsknaphill.co.uk</a>. The complaints procedure will outline the formal steps the school will take in handling each complaint.</li> <li>• Where a resolution between the parent and the school cannot be reached then parents will be advised to seek external support through <b>the Parent Working Partnership. Helpline</b> no. is <b>01737737300, Fax 01737737308, Email <a href="mailto:spp@surreyparentpartnership.org.uk">spp@surreyparentpartnership.org.uk</a></b></li> </ul>
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Is there any additional provision you have developed during the year?	<p>A playground buddy system has been developed and implemented with training given to children and staff as required.</p> <p>An ELSA (Emotional Literacy Support Assistant) has been trained and this intervention put into place. Colourful Semantics has been used to support children's language skills.</p>

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