



St John the Baptist C of E Primary School

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Head Teacher: Miss R Ireland



Local Offer

All Nottinghamshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress.

All schools receive support to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. All Nottinghamshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress.

The four broad areas of need are:

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (SEMH)
- Communication and Interaction
- Sensory and Physical needs

What is the local offer?

- The Children and Families Bill' will become enacted in September 2014. From this date Local Authorities and Schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND), aged 0 – 25. This is the 'Local Offer'.
- The intention of the 'Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEN Information Report

This utilises the LA offer to meet the needs of SEND pupils as determined by the school policy, and the provision that the school is able to meet.

What St John the Baptist can offer your child

1. What kinds of special educational needs does the school/setting make provision for?

Our school makes provision for a variety of Special Needs and Disabilities. St John the Baptist Primary School is a mainstream school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. There are a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.

The needs generally fall into one or more of the following categories; Cognition and Learning, Communication and Interaction, Social and Emotional and Mental, Sensory, Physical and/or Anxiety Related Needs.

More specific examples include Autism, ADHD, Attachment disorder, Visual Impairment, Hearing Impairment, Cerebral Palsy, Selective Mutism, Other Speech and Language Delays.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Some children will arrive in school with their special needs already known. Others will be identified first at school through assessment and daily teaching.

Identification methods that are used at St John's are:

- Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEND.
- When children transfer from other schools full information about SEND is passed to us.
- During a child's school career parents or a class teacher may raise a concern.
- Termly progress meetings with the Head Teacher, Deputy Head, SENDCo or Assistant Head may raise a concern about a child's progress
- The child's class teacher may assess their needs and, in consultation with parents and SENDCo, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENDCo, Teaching Assistant or other outside agencies. Staff make ongoing teacher assessments as well as using a variety of assessment tools.

Head Teacher: Miss R Ireland

Email: office@st-johns-pri.notts.sch.uk Website: www.st-johns-pri.notts.sch.uk

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail, to plan any additional support your child may need and to discuss with you any referrals to outside professionals to support your child. If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be worried that your child is not making progress, or may have special needs, you should speak to the class teacher and or you can contact the SENDCo to arrange a meeting to discuss your concerns.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The evaluation of the effectiveness is carried out through ongoing discussions with relevant staff and through observations of teaching and interventions by the SENDCo. Provision mapping. A variety of information is gathered from different sources such as intervention tracking and pupil progress data, as well as parent and child surveys and information given by parents at review and parents evenings. This will be collated and processes and policy is reviewed by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. Staff make ongoing assessments as well as using a variety of assessment tools. We also meet regularly with parents and children at review meetings and parent evenings. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Termly progress meetings with the assessment coordinator, SENDCO and class teachers are held to monitor progress of different groups including children with SEND.

Interventions and extra support is recorded on the school's tracking system, and provision maps generated by the SENDCo provide an overview of provision. The SENDCo also provides staff with termly intervention tracking where progress tracking is used to monitor, review and evaluate the interventions used to support children. The SENDCo also monitors the effectiveness of interventions to support children with behavioural, emotional and social difficulties.

c) What is the school's approach to teaching pupils with special educational needs?

At St John's children are taught in mixed ability classes. Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Teaching approaches are flexible and include co-operative teaching, group work, co-operative and collaborative work, and peer-group support, allowing for varied styles of learning and the sharing of common experiences. There are six LSA's and

Head Teacher: Miss R Ireland

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two PSA's whose support can be appropriately targeted by class teachers to meet individual needs. This is sometimes in-class, although we remain aware that there may be times and a variety of reasons for withdrawing children for limited periods. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

d) How will the curriculum and learning be matched to my child/young person's needs?

All of our teachers have pupils who experience a range of learning and/or behavioural difficulties, and have a responsibility to provide for them. Children's individual needs must be met within the framework of the EYFS and the National Curriculum. Ways in which this might be done include:

- The SENDCO and office staff keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- planning and implementing appropriate teaching strategies. Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- extending the time taken to reach attainment levels.
- adapting curriculum materials (e.g. large print for visual impairment).
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- using technology to assist individual learning.
- using a "small steps" approach. Interventions on a small group or one to one basis.
- by making use of all the school's class facilities and space.
- use B-squared and P Levels to monitor progress within sublevels.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- involving and enlisting the support of parents, who are kept informed through the review process.

e) How are decisions made about the type and amount of support my child/young person will receive?

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

Head Teacher: Miss R Ireland

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This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development

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making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:
www.nottinghamshire.sendlocaloffer.org.uk

The first nine to ten hours of extra support that a child may need is provided within the school budget. Any additional funding is applied for through a bid and moderation process from the Family of Schools budget.

f) How will my child/young person be included in activities outside the classroom, including school trips?

The school curriculum is regularly reviewed by the SENDCo to ensure that it promotes the inclusion of all pupils. School will put in place support for your child. This includes learning outside the classroom. Reasonable adjustments will be made to ensure children can access extra-curricular activities and school visits. This may involve 1:1 TA support if required. Sometimes we may ask parents to help with this, depending on the needs of the child.

g) What support will there be for my child/young person's overall well-being?

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We value the emotional and social well-being of all our children. We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes deliver PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

We have social intervention programmes that we use in school and use an external counselling service to support any children who may be in need of this support.

We recognize that some children have extra emotional and social needs that need to be developed and nurtured.

However, for those children who find aspects of this difficult we offer in-school nurture provision, run by teaching assistants such as lunchtime and playtime support through planned activities and groups. If your child still needs extra support, with your permission the SENDCo will access further support through the Gedling Schools Behaviour and Attendance Partnership (SBAP) or the Children and Adolescent Mental Health services (CAMHs).

We work in collaboration with a number of other services and agencies, including Health, (through the School Nurse), related to the well being of young people.

4. Who is the school/setting's special educational needs co-ordinator (SENDCo) and what are their contact details.

The school SENDCO is Mr N Mazzotti. He can be contacted at the school by telephone on 0115 911 5599 or email at office@st-johns-pri.notts.sch.uk

5. a) What training have staff supporting special educational needs had and what is planned?

Our school operates the following training programmes with all staff.

- Annual Safeguarding and Child Protection training.
- Designated Teacher training.
- Positive Behaviour Management and Restrictive Physical Intervention.
- Any relevant LA based training, or training from within the Carlton-le-Willows family of schools and the Rainbow Fellowship of Schools will also provide support and we will use expertise within the schools to train each other where possible.
- The SENDCo and/or Head Teacher will attend the Local Authority annual SEN conference.
- NQT Training.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the senior

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leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

b) What specialist services and expertise are available or accessed by the setting/school? The following services will be involved as and when is necessary:

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Gedling Schools Behaviour and Attendance Partnership (SBAP - specialist behaviour support),
- External counselling services, eg Think Children.
- Schools and Families Support Services.
- Multi Agency Support Hub.
- Early Intervention Team.
- Social Services
- Health Professionals.
- Nottinghamshire Local Authority Virtual School.
- Educational Psychologist.
- Physical Development Support Services.
- Network with Specialist Schools.
- CAMHS (Child and Adult Mental Health),
- Paediatricians,
- Physical Disability Support Services,
- OT (Occupational Therapist)
- Speech & Language Therapy service.

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

Additional resources needed will be accessed by the use of existing and any additional funding for the child.

- All of the school building is situated on one level with some classrooms having ramps for easier access.
- An access toilet available for children with specific needs.

All pupils with SEND will have access to Element 1 and 2 of a school's budget (up to £6000). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENDCo will refer individual applications to a multi-agency panel, which is

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administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access this funding, the SENDCo will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary.

We work together in a 'contracted delegation' system which means we meet as a family of schools to moderate our additional funding bids and then review the family allocations. We also meet to support training needs. The family of schools also support each other with specialist knowledge and joint training.

The SENDCo/Head Teacher will facilitate intervention in the best way they believe necessary to support individual children's needs. This may include:

- Teaching assistant support within the classroom as part of a small group
- Teaching assistant support outside the classroom as part of a small group
- Teaching assistant support on an one to one basis in the classroom
- Teaching assistant support on a one to one basis outside the classroom
- Assistive technology
- Software
- Intervention packages
- Staff training
- Specialist bought in staff e.g. counsellors
- Children may also receive extra time and/or an adult reader for SATS if they meet the criteria

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Parents are kept up to date with their child's progress through termly review meetings. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Individual Education Plan. Information on support agencies is available from the SENDCo.

Parents can contact their class teacher at the beginning or the end of the day to make an appointment or by phoning or emailing the school office.

Parents are kept up to date with their child's progress through parent's evenings, review meetings and reports at the end of each year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents

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are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND governor Mrs J Jackson can also be contacted in relation to SEND matters.

Parents are able to discuss any concerns about their child at any point as St John's School offers an Open Door policy.

8. What are the arrangements for consulting young people with SEND and involving them in their education?

We value and celebrate children being able to express their views on all aspects of school life. This is carried out in various ways for example through the School Council, which has an open forum for all pupils to discuss any issues or viewpoints.

Pupils are involved in the setting of their targets, review meetings and complete questionnaires. If your child has an Individual Education Plan or an EHC Plan then their views will be obtained before any meetings and will form part of the review.

9. What do I do if I have a concern or complaint about the SEND provision made by the school/setting?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to discuss their dissatisfaction with Special Education Provision provided, in the first instance, to their child's class teacher. Any further complaint would then be taken to the SENDCo who would consult with the class teacher. If the situation has not been resolved then a consultation with the Head Teacher will take place. If this was not considered to be satisfactory, parents would be referred to the governing body Personnel and Pupil sub-committee. The school's Complaints Policy is available in our reception area and also from our website.

Head Teacher: Miss R Ireland

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10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

There is a designated Governor for Special Needs, who meets regularly with the SENDCo. The Governing Body consults with the Head Teacher and SENDCo for information and regular updates are given at Sub Committee and Full Governing Body meetings. The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils, aid school inclusion and provide support for parents.

The following services will be involved as and when it is necessary:

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Behaviour Support
- Speech and Language Therapy Service
- Educational Psychology Service
- School nurse / Health Visitor
- Community Paediatrician
- Occupational Health
- Physiotherapy
- Parent Partnership
- Sure Start
- Gedling Schools Behaviour and Attendance Partnership
- Targeted Support

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

There is an 'open door policy' and parents are welcome to approach the SENDCo so that organisations that can support varying needs can be signposted. We also use the school noticeboard to signpost Local Authority or voluntary support groups. The school has a variety of leaflets and contacts accessible to parents. We can also signpost parents to the Parent Partnership Service. Our Newsletters often includes updates on services that are available. Where possible, direct links to the websites of other organisations and services are included on our own website.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

If your child is joining us from another school the SENDCo will contact the school your child is transferring from to discuss your child's needs. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster

session, if this is appropriate. Where possible or necessary a planning meeting will take place with the SENDCo from the transferring school.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

When moving classes in school information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Targets/IEPs will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

At the end of Year 6 the Y6 pupils from St John's visit their prospective Secondary school for orientation purposes. Additional visits are arranged for pupils with high anxiety or other needs. In addition the Y7 teachers and SENDCo can visit school to teach the children in their own environment. School and or parents may also feel the need to arrange several transition meetings between the schools in order to alleviate pupil concerns.

Children transfer to St John's from a number of different early years settings. The SENDCo/staff from each setting will liaise closely with the class teachers and SENDCo at school to ensure a smooth transition is planned. Visits can be arranged to help with transition to school, as are meetings with parents to ensure clear communication and understanding of school and the support process for their child.

In year 6 the SENDCo and/or Class Teacher will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school. Your child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

iii) Prepare for adulthood and independent living?

Our curriculum is designed to prepare all pupils for the next stages of their lives. We encourage integration, tolerance and a positive approach to challenges. We aim to make children resilient and independent and many of our lessons are specifically structured around this aim. We deliver a programme of Personal, Social and Health Education, Sex Education, Anti Racism Programme and a drugs awareness programme, D.A.R.E. We have Healthy Schools status and encourage pupils to make healthy choices and understand nutrition and exercise. We involve all pupils in decision making and encourage them to take roles of responsibility around our school. When necessary the curriculum for pupils with SEND is adapted to include real life situations which may offer further beneficial experience.

To achieve a smooth transfer between settings for children with Special Educational Needs, meetings with existing setting, outside agencies, parents/carers and the new setting will be held.

St John the Baptist School is part of the Carlton-le-Willows family of schools. The SENDCos from within the family and the Inclusion Services meet regularly. The school is a member of the Rainbow fellowship of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

13. Where can I access further information?

If your child has a special educational need of any sort and you are thinking about joining our school please phone to arrange a meeting with the Head and SENDCO as early as possible. For further details please see our SEND Policy on <http://www.st-johns-pri.notts.sch.uk/>

You can also call 01159 115599 for further information.

2023-2024