

St John's SEND Information Report

School Name: St John's Primary School

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

Telephone: 01483 476450

Email: hmoyes@stjohnsknaphill.co.uk

Website: www.stjohnsknaphill.co.uk

Ofsted link: <https://reports.ofsted.gov.uk/provider/21/140339>

Headteacher: Mrs Naomi Ezzard

SENDCo: Mrs Helen Moyes

SEND Governor: Paul O'Sullivan

Date updated: 01/09/2024

Next Review 01/09/2025

The aim of this information report is to explain to parents and carers how we implement our SEND policy. If you want to know more about our arrangements for SEND, read our SEND Policy. This can be found on the school [website](#).

	Question	Response	School Self-evaluation
1	What types of Special Educational Needs (SEND) are provided for at our school?	<ul style="list-style-type: none">• We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs and Disabilities (SEND) Regulations (2014), Children and Families Act 2014 and the SEND Code of Practice.• Staff have ongoing training, so they can effectively identify and plan the provision for learners who need support with the four areas of need :<ul style="list-style-type: none">- Cognition and Learning (Specific Learning difficulties, which include dyslexia, dyspraxia and dyscalculia, Moderate and Severe Learning Difficulties).	Embedded

		<ul style="list-style-type: none"> - Communication and Interaction (Autism Spectrum disorder and speech and language difficulties). - Social, Emotional and Mental Health (Attention Deficit Hyperactive Disorder and Attention Deficit Disorder). - Sensory and/or Physical needs (Hearing, Visual, Multi-Sensory and Physical Impairment). 	
2	How does the school identify children with SEN and assess their needs?	<ul style="list-style-type: none"> • Our class teachers are aware of SEND and monitor progress. If a class teacher notices a child is not making expected progress, they will talk to the SENDCO to help them decide what support is needed. We follow a graduated response, which includes Quality First Teaching. • Class teachers regularly go 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. (Plan, Do, Review). • The progress of all children is monitored regularly, by the senior leadership team (which includes the SENDCO), in termly progress meetings with the class teacher. If a child is not making expected progress in a particular area of learning, they discuss the support needed and next steps. • Data and other forms of assessment are looked at carefully, during the Pupil Progress Meetings, and used to analyse attainment and progress, relative to age expectations and starting points. The overall development of children is also discussed. • The school has an SEND policy which can be found on the school <u>website</u>. This gives more detail. 	Embedded
3	Who should I contact if I think my child may have SEN?	<ul style="list-style-type: none"> • If you have any concerns about your child's educational, physical, emotional, social, or behavioural needs you should, in the first instance, talk to the class teacher. • We have an open door policy to encourage parents/carers to speak to the class teacher about any concerns. 	

		<ul style="list-style-type: none"> • An appointment can be made to speak to our Special Needs and Disability Coordinator (SENDCo) for further help and advice. • To arrange a meeting with the SENDCo please contact Mrs Helen Moyes, Tel 01483 476450. Her email address is hmoyes@stjohnsknaphill.co.uk. 	
4	What is the school's approach to teaching children with SEND and what additional support is available?	<ul style="list-style-type: none"> • In the school, all teachers are teachers of children with SEND. • All teachers are provided with information on the needs of individual children so they can plan the learning to ensure all children are able to make progress. • Our staff have a high level of expertise which we draw upon daily. • The individual targets set for each child will be SMART (specific, measurable, achievable, realistic and time-bound). They are shared with parents/carers and with the relevant support staff. • Staff are supported to deliver high quality teaching, which is essential in achieving the best outcomes for all children, including children with SEND. This includes the explicit teaching of cognitive and metacognitive strategies. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for children. • Staff are encouraged to share good practice at staff meetings and can take part in peer observations to learn from one another. 	Embedded
5	How is the broad and balanced curriculum you provide	<ul style="list-style-type: none"> • We adopt a graduated approach to meeting the needs of all our children. The steps are: <ul style="list-style-type: none"> - Universal Offer (also known as ordinarily available OAP) - School SEND Support - Specialist SEND Support 	Embedded

<p>for each year group adapted and made accessible for children with SEND?</p> <p>What additional support for learning is available for children with SEND?</p>	<ul style="list-style-type: none"> - Educational Health Care Plan • Through high quality teaching, (universal offer), our staff make reasonable adjustments to help include all children, not just those with SEND and remove barriers to learning. • We make reasonable adjustments to our practices to comply with the Equality Act (2010). • 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 children. • When we identify the need for additional support (school SEND support), the class teacher, with advice from the SENDCo, will draw up a plan of support. This plan will be shared and agreed with the parents/carers and the child. • Once a child has been identified as having a special educational need a more personalised programme of support is put into place. This is called an Individual Support Plan (ISP). Sometimes this takes the form of a 1:1 intervention and at other times the child might be involved in a group intervention. • An ISP will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. • Intervention programmes may be taught in class or out of class in a quiet area of the school. • Our school provision map shows the range of interventions in place in our school. Our intervention programmes are monitored and evaluated to measure impact, through regular meetings and the tracking of child progress. Most intervention programmes we use are research and evidence based and are known to help children to make better progress. • We have staff that have been trained in the following interventions: <ul style="list-style-type: none"> - Success @ Arithmetic - First Class @ Number 	
---	--	--

		<ul style="list-style-type: none"> - Nuffield Early Language Intervention (NELI) - Colourful Semantics - PORIC - ELSA support - Precision teaching - Emotion coaching - Forest Schools - Essential Letters and Sounds Interventions (Phonics) - Drawing and Talking. 	
6	<p>How do you assess and review children's progress toward outcomes?</p> <p>What opportunities do you have available to for parents and children as to be part of the assessment and review.</p>	<ul style="list-style-type: none"> • The school has an open-door policy where we encourage regular communication between parents and the school. • We are committed to fostering a two-way dialogue with parents/carers to support children's learning, needs and aspirations. We take every opportunity to strengthen this dialogue. • We provide information, via emails, telephone calls, virtual meetings or face-to-face meetings, to help families understand what learning is expected and how parents/carers can best support their child's needs. • The school has a regular reporting cycle where parents are informed of progress. • Parents/carers and children will be invited to a meeting twice a year (virtual or face to face) in the Autumn and Spring terms to discuss the support that the school is providing and how they can best support the learning and progress of their child at home. At this meeting we will talk about the progress your child is making and share ideas about how we can together help children to move forward in their learning. • Any child with SEND and an ISP will have a termly review of their outcomes, targets and strategies. Parents are encouraged to be part of the assessment and review. 	Embedded

<p>What arrangements do you have for consulting children with SEND and their parents, and involving them in their education.</p>	<ul style="list-style-type: none"> • Any child with an EHCP will have an annual review of their plan. Children's views are an essential part of the process. • To engage and support children 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. • 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. • We have an Assistant Headteacher, who provides emotional and pastoral support for our children. • We believe in supporting the development of parenting, in collaboration with other agencies. Our Home School Link Worker delivers 'Parenting Puzzle', which is a 10 week course for parents. • In our emails (and on our website) we regularly share information about the curriculum. • 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. If your child has an ISP there will be extra meetings/ discussions to review ISPs. • Our Governing Body includes Parent/Governors/Representatives. The governors can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement. • To help in developing reading we have a group of volunteers as well as parents who come into school on a regular basis to support learners with their reading. 	
---	--	--

		<ul style="list-style-type: none"> Parents are invited to contribute in a variety of ways. We have a committed Parent Teacher Association (PTA), where parents can be involved in school life. Parents can get involved with the PTA, offer to become governors or take voluntary positions by completing the Volunteer Form, which is available from the office. Parents can also speak to their child's class teacher or contact the school office on 01483 476450, or via email – admin@stjohnsknaphill.co.uk. NB DBS checks may need to be carried out The SENCO invites parents to complete an SEN questionnaire. It is another way for issues to be raised by parents. 	
7	What Support do you offer children with SEN for their mental and social development, including pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying	<ul style="list-style-type: none"> The SLT uses the 'Compassionate Schools Framework' to reflect on key areas of school practice and create an action plan to build on compassionate, relational approaches across the school. Our Behaviour Policy, which advocates a relationship approach, is implemented throughout the school. The Zones of Regulation is a whole school approach, to help children identify how they are feeling, recognise their 'triggers' and learn strategies to manage their emotions. Emotion coaching is used by staff to help children become more aware of their emotions and to manage their own feelings. Regulation boxes and spaces are utilised across the school to enable the children to develop their co-regulation and regulation strategies. Relationships and Sex Education and Health Education (RSE) is delivered through the SCARF (Safety, Caring, Achievement, Resilience and Friendship) programme. This helps improve children's' emotional and social development. 	Embedded

	<ul style="list-style-type: none"> • Our Emotional Literacy Support Assistants (ELSAs) work with individuals to support their well-being. We also run other interventions such as 'Drawing and Talking', Lego therapy and social skills groups. • We work closely with Specialist Support Services, including MindWorks Surrey (previously known as CAMHS), whom we may contact for advice on how to best support/help children who display signs of extreme distress/anxiety. (Permission from parents/carers is always sought before involving outside agencies). • It is made clear to every child that they can talk to their teacher or Learning Support Assistant and share any worries or concerns they may have. • All staff are regularly trained to provide a high standard of pastoral support. This includes training in safeguarding and mental health. • We regularly monitor attendance and attendance trends. Our HSLW works with families to ensure good attendance and punctuality. • The school takes necessary actions to prevent prolonged unauthorised absence. • 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/ box and are administered, where necessary by the office staff. • The child's voice is integral to our ethos. As such, School Council meetings take place regularly and thoughts and ideas are shared with the staff and the children. • Learning Support Assistants and office staff receive regular first aid training. 	
--	---	--

		<ul style="list-style-type: none"> • Staff receive annual training on how to use epi-pens and asthma awareness. • During weekly safeguarding meetings, behaviour logs are monitored. Any incidents of bullying are followed up immediately. • We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. 	
8	<p>How does the school involve other bodies, to meet the needs of children with SEND and support their Family?</p> <p>What are the contact details of support services including those pursuing mediation?</p>	<ul style="list-style-type: none"> • We work collaboratively with a variety of outside agencies that specialise in providing us with Specialist Teachers, Speech and Language Therapists (SALT), Education Welfare Officers, Educational Psychologist (EP) and Occupational Therapists (OT) and health specialists, including a dedicated School Nurse. (Parental consent is always obtained before we refer to any outside agency). The contact details for these can be found on the Surrey Local Offer. • We also employ a full-time Home School Link Worker, 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. • We have several established relationships with other outside agencies, such as Mindworks Surrey (previously known as CAMHS) and MHST 'Mental Health Support Team'. • We also benefit from outreach support from Freemantles, a local school which specialises in Autism. • Surrey SEND Information and Advice Service can provide information on mediation. The Helpline phone number is 01737 737 300, Email SENDAdvice@surreycc.gov.uk. 	Embedded

9	<p>What arrangements do you have in place to support children who are looked after by the local authority, who also have SEN?</p>	<ul style="list-style-type: none"> • We have a particular duty in ensuring that 'Looked After Children' (LAC) are given the appropriate support and care to help support their progress and engagement with their learning environment. Our Designated Safeguarding Lead and Home School Link Worker meet with social services to ensure the child's wider needs are met. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically. 	
10	<p>What expertise and training do staff have, to support children with SEND, including how specialists' expertise will be secured.</p>	<ul style="list-style-type: none"> • Our Special Educational Needs and Disability Coordinator (SENDCo) is a qualified teacher and has completed the National Award for Special Educational Needs Coordination, She continues to update her professional development by attending SEND training courses and SENDCO network meetings. Relevant information is then disseminated to staff via staff training days and staff meetings. • Continuous Professional Development (CPD) for both teachers and support staff is carefully planned to ensure their teaching meets the needs of all children. Such as Occupational Therapist service, Barnardos, Freemantles Outreach service, The Park Outreach team and the Specialist Teachers for Inclusive Practice trained staff. • 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. • 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. • Staff receive regular training to develop high quality teaching. 	Embedded

		<ul style="list-style-type: none"> • Staff are trained appropriately to ensure they run interventions effectively. Specialists, like our designated Speech and Language Therapist, often deliver this training. • Support staff, who work with children with Speech and Language difficulties, work closely with the Speech and language Therapists (SALT) and observe the techniques used by the therapists, so that they can better support the needs of the children with whom they work. • The school works closely with the Specialist Teachers for Inclusive Practice Team, Outreach workers from Freemantles School and the designated School Nurse as needed. • Learning Support Assistants meet regularly with the SENDCo 	
11	<p>How do you enable children with SEND to engage in activities available with those in the school who do not have special educational needs?</p>	<ul style="list-style-type: none"> • Our inclusion policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We have a commitment to including children with SEND in lessons with outside providers e.g. sports coaches or violin tuition, familiar adults support their inclusion. • 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 always safeguarded. • 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. • Children who have a particular social or emotional need are, where deemed necessary, prepared for the trip by reading them 'social stories' and showing photographs of what they can expect to see on a particular school trip. 	Embedded

		<ul style="list-style-type: none"> 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. Registers are taken for all school activities and we actively monitor the engagement of learners across the school. Children, who have 1:1 support during the school day, will also receive 1:1 support on all school trips. The types of extra-curricular clubs after school change on a regular basis. Club places are open and offered to all families depending on the age of the children. 	
12	<p>How do you secure equipment or facilities to support children and young people with SEND?</p> <p>What facilities do you provide to help children with a disability access the school?</p> <p>What steps have you</p>	<ul style="list-style-type: none"> Our environment is all on one level and all areas are fully accessible by wheelchair, except the Year 4 classroom, which is accessible through the inside door. Within our main building we have a changing room and toilet facilities to meet the needs of adults and children with physical disabilities and who rely upon a wheelchair. We also have nappy changing facilities. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. We can access support from Race, Equality and Minority Achievement (REMA) for those children who have little or no English. When required and where possible, we use translators to attend meetings. When required and where possible, we signpost help for non-English speakers or those who need help to understand the content of letters that go home. We use the services of the <u>Physical and sensory support (PSS) Service</u> , to support children with Sensory or Physical needs The school's <u>accessibility policy</u> provides more detail 	Embedded

	taken to prevent children with a disability from being treated less favourably than other children?		
13	How do you support children to transition between phases of education and in preparation for adulthood?	<ul style="list-style-type: none"> • Our Home School Link Worker (HSLW) forges excellent links with local families which means that we can get to know many of them before the children start school. • 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. The SENDCO attends home visits when an SEN need is already identified. • Children, who join the school in the Reception year, are invited to visit the Reception class over a period of weeks. If this is not possible the children have videos/ social stories introducing staff, to help prepare them. This transition programme takes place in the Summer term prior to starting school in the Autumn term. • Nursery and Reception Classes both hold New Parent meetings. • When children move between year groups, they spend an afternoon in their new class with their 'new' teacher. Extra transition work is arranged to meet the needs of more vulnerable children. • 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. 	Embedded

		<ul style="list-style-type: none"> • The transition from Primary to Secondary school will include visits to the new school to familiarise the children with their new school, staff and facilities. Staff from the secondary schools also visit St John's to meet with the children and class teacher. The SENDCo meets with the SENDCo from the main transfer schools to discuss needs of children, support and strategies. • Prior to transition, the SENDCo will discuss with parents of vulnerable children ways in which we can make the transfer as smooth as possible. Where necessary, extra visits to help with the transition will be arranged. • Our HSLW does transition work with children who are starting or leaving the school. She will work with the Assistant Headteacher to identify vulnerable children in Year 6. Aspire program to be used to support transition. • We have an induction programme in place to welcome our new learners to our setting. • We actively foster good relationships with the local secondary schools to which our children move. 	
14	How do you evaluate the effectiveness of the provision made for children with SEND?	<ul style="list-style-type: none"> • Our budget is allocated according to the needs of our School Development Plan (SDP). • During pupil progress meetings, we review the needs of the learners within the school and endeavour to put in place provisions to cater for their needs. Some of the funding the school receives may go towards training so that in-house provision is more targeted to meet needs. • The SLT / SENDCo carry out Learning Walks and observations which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance. • The SENDCO carries out Learning Walks and observations with other SENDCOs from across the trust. This helps to moderate the quality of our provision. 	Embedded

		<ul style="list-style-type: none"> • The SENDCo looks at the impact an intervention has had on the progress of learners. 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. • We seek to ensure value for money, so interventions are costed, closely monitored and evaluated regularly. • The SENDCo applies for Early Intervention funding to support children in Early Years with SEND. • Governors are responsible for monitoring the effectiveness of the provision. Our finances are monitored regularly by our governors to ensure resources are used to support the strategic aims of our school. • SEND Governor has termly meetings with the SENDCo. • The governing body receives an annual report from the Head Teacher on the progress of children with SEND. 	
15	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Quality First Inclusive Practice is clearly defined in our setting and we expect staff to deliver this. • Should additional support be required, the relevant staff, the child and their family are consulted. A decision is made about what appropriate provision and/or interventions should be put in place. This is often supported by outside agencies such as Educational Psychology or the Language and Learning Service. Decisions taken are in line with the SEND Code of Practice and are made on an individual basis, according to the needs of the child. • The desired outcomes of all interventions are defined at the start and are carefully monitored for impact. • The SENDCo oversees all additional support, often in conjunction with the relevant outside agencies. 	Embedded

		<ul style="list-style-type: none"> • We monitor all interventions to ensure effectiveness and value for money. • If your child has an EHCP, we will provide the level of support listed in the document. • Children will not necessarily access all of the provision mentioned in this document but they will receive what is appropriate to their individual needs. 	
17	What are the admission arrangements for children with SEN or a disability?	<ul style="list-style-type: none"> • Admission arrangements for prospective children with a disability and SEN can be found in the admission policy • We make sure prospective children with EHCP, which names our school, will be admitted before other places are allocated. • We ask parents to make us aware of any disabilities/ SEN at admission. 	Embedded
17	Who should parents / carers/ children contact if they have concerns?	<ul style="list-style-type: none"> • 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 Special Needs and Disability Coordinator (SENDCo) – Helen Moyes. Tel: 01483 476450 / email hmoyes@stjohnsknaphill.co.uk • The school also has a Home School Link worker – Tuane DeJager. Tel: 01483 476450/ email TDeJager@stjohnsknaphill.co.uk • Surrey has 'The Learners' Single Point of Access' (L-SPA), which offers help and support if you have a concern about the development and/or learning needs of a child in Surrey. It is open from 9am to 5pm, Monday to Friday, all year round (except Bank Holidays) on 0300 200 1015. • There is also a Family Information Service in Surrey: https://www.surreycc.gov.uk/people-and-community/families. 	

18	How does the school contribute to the local offer and where is the local authorities' local offer published.	<ul style="list-style-type: none"> The Surrey Local Offer will enable parents/carers; children 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. Parents/carers can access Surrey County Councils' Local Offer at the following link: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page The Local Offer can also be accessed through school's SEND policy. The SENDCo regularly attends Surrey's SENCO network meetings and relevant training to ensure the school links closely and aligns itself to Surrey's local offer. There are opportunities for the SENDCO to contribute to discussions about the local offer. The SENDCo regularly signposts the local offer to parents/ carers to help them find information and support. The SENDCO works with Surrey's SEN team. Please refer to our school prospectus and website for further information about the school http://www.stjohnsknaphill.co.uk/ Additional documentation about SEND provision at St John's can be found on our website http://www.stjohnsknaphill.co.uk/about-us/special-educational-needs Other information may be found on the Local Authority website. 	
19	How do parents/ carers complaints about the school's SEN provision and how will complaints be handled?	<ul style="list-style-type: none"> A copy of the school's how to complain and the complaints procedure can be found on the school website , or by contacting the school office (admin@stjohnsknaphill.co.uk) The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and the school cannot be reached then parents will be advised to seek external support through the Surrey SEND Information and Advice Service. The 	

		Helpline phone number is 01737 737 300, Email SENDAcc@ surreycc.gov.uk .	
--	--	---	--