



St. John's Primary School



SEN Information Report 2021- 2022

"If I have a disability, I have the right to special care and education."

Article 23 United Nations Rights of the Child

*Thinking
Learning
Caring*

At St John's School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, the school has a responsibility to support vulnerable pupils through a range of interventions. St John's School is committed to working together with all members of our school community.

What is SEN?

A child or young person has special educational needs or disability (SEN) if they:

- ▶ have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age.
- ▶ they require special educational provision to be made for them.

SEN Roles and Responsibilities

The first point of contact for any SEN concerns is with the child's class teacher. From April 2022 the school's SENCo, Sian Walker, had overall responsibility for SEN at St John Primary School. Prior to this, Kelly Loveless was the school's SENCo.

Every member of staff has a responsibility to support all students effectively; this is through:

- ▶ good/outstanding teaching
- ▶ a curriculum that is adapted to meet the children's individual needs (differentiation)
- ▶ an ethos of care and consideration

Class teachers are responsible for setting targets which are over seen by the SENCo.

Identifying and assessing children with SEN needs

Our aim is to identify SEN needs as they arise. These needs are usually identified through:

- Class teacher's regular assessment and the recording and monitoring of pupil progress
- Analysis of the school's tracking system
- Teacher concerns raised in Pupil Progress meetings
- Pupil concerns
- Parental concerns

These are often short-term difficulties and can be addressed by class teachers. However sometimes these are more long-term difficulties which might require on-going support or consideration so if there is continued concern after some action and monitoring from the class teacher, then procedures are in place to further assess and consider the needs of the pupil.

In St. John's School we follow the following systems when a child has been identified as requiring additional support for their learning, behaviour or well-being:

- The class teacher or parent will raise their concerns and the needs will be discussed.
- Additional assessments are carried out by the SENCo to identify a pupil's individual needs and build up a picture of a child's needs.
- Where appropriate, referrals to outside agencies for more specialised assessment and expertise may be made.



- If a child is receiving interventions or their needs are considered additional to what is 'ordinarily expected' within the classroom then that child will be placed on the Inclusion Register.

Consultation with parents

It is important to us that parents/carers and children are involved in each step. Before any extra help is given to a child, the SENCo, teacher, parent/carer and child, agree what they expect to be different following this help. We write down what academic level or achievement level the child is at and compare this with their level afterwards, to see if the extra support (intervention) has made a difference to their learning.

Parents are informed of their child's needs and progress through:

- daily contact at pick up and drop of times
- termly formal parent meetings
- twice yearly written reports

In addition to this parents are able to discuss any issues they may have or their child's needs with the class teacher and/ or SENCo at a mutually convenient time.

Parents of pupils who have a Record of Need were invited to discuss their child's progress termly and at the annual review.

If external agencies are considered, the school meets with parents to discuss this and parent consent is obtained before the referral is made.

Arrangements for consulting children and young people with SEN

- Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.
- Children are aware of their targets and are able to communicate this regularly and openly.
- Opportunities to promote pupil voice are available through the School Council and the annual pupil questionnaire.
- Children with SEN receive verbal and written feedback and know what they need to do to improve.
- Annual review meetings are held for pupils who have a Record of Need to discuss and update their needs and arrangements and set new targets. Pupils record their views about school on the pupil view section of the paperwork, this can be with support from their keyworker or adult in school.

SEN Needs in St. John's School

The categories for support are based on the four main categories of SEN described in the Jersey SEN Code of Practice 2017.

- ▶ Communication and Interaction
- ▶ Cognition and Learning
- ▶ Behaviour, Emotional and Social Development
- ▶ Sensory and/or physical needs



Year	Total Pupils	SEN Pupils	% SEN
2021 – 2022	186	27	15%

SEN data represents 15% of the 2021 -2022 cohort.

Year 2021 – 2022	Autism Spectrum Disorder	Specific Learning Difficulty	Social, Emotional and Mental Health	Speech, Language or Communication Need	Physical or Sensory
Percentage of SEN children with:	18.5 %	37 %	22 %	18.5 %	4 %

Percentage of children in receipt of a RoN / EA 2021- 2022: 7.5 %

Achievement of Pupils with SEN in the last Academic Year

Our SEN profile for the summer term 2022 shows that we had 15% of children identified as having SEN, with 7.5 % of those having a RoN statement or going through the Exceptional Action Process. Progress is measured from children’s starting points as Entry Data. Once assessments have been made, it is then evidenced on the Provision Map as Exit Data.

Exit data on class provision maps shows children making progress, with all SEN children making progress from their initial entry level benchmarks in reading. Interventions such as Boosting Reading @Primary and Reading Response are showing a real impact on children’s reading levels and will be continued in 2022-2023.

Percentage of SEN pupils working at Developing or Secure in Year group expectations by July 2022*:

Year Group	Reading	Writing	Maths
1	25 %	25 %	25 %
2	50 %	50 %	50 %
3	83 %	100 %	33 %
4	100%	60 %	60 %
5	50 %	50 %	75 %
6	100 %	100 %	100 %

*SEN children at St. John’s School make up for a statistically small group, with classes ranging from 1 pupil to a maximum of 6 children with SEN, therefore truly not statistically comparable when comparing end-of-year data.



The approach to teaching children with SEN

As part of the graduated approach the SENCo and class teachers work together to **assess, plan, do and review** the process. Through high quality teaching, teachers will use their best endeavours to make sure that a child/young person with SEN gets the support they need, this means doing everything they can to meet the child/young person's SEN. Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. The SENCo and senior leadership team support teachers to achieve this by providing advice and training. There is regular monitoring and observations that identify teachers who may need help supporting pupils with SEN in their class.

At St. John's school pupils with SEN are supported in numerous different ways. This can include:

- differentiated work in the classroom
- targeted support from a Learning Support Assistant or class teacher
- specific targets are addressed from outside agency advice e.g., SALT targets.
- Visual timetables
- Writing frames
- iPads or other alternative recording devices
- Chunking learning into smaller steps
- Visual aids, physical resources to support learning in a multi-sensory way

We are committed to creating a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners. Staff continually assess all pupils progress to ensure quality learning is taking place. Our whole school system for monitoring progress includes regular lesson observations, data collection and analysis, learning walks, book scrutiny and pupil progress interviews.

For some children we seek advice from specialist teams. These children are discussed at termly Pupil Progress meetings, at parent meetings and if the outside agencies are involved, at termly Planning and Review meetings (PARM). This year many of our pupils have received a combination of the above. All interventions were assessed termly and progress was monitored against a baseline assessment taken at the beginning of the programme. Interventions which did not show evidence of progress were either stopped or modified.

Some of the interventions that were used at St. John's 2021 – 2022 were:

Reading and Spelling	Communication Needs	Well-being Support
Toe by Toe Hornet Boosting Reading at Primary KS2 Reading Response in KS1 Herts Reading	Speech and language therapy targets WellComm MLL keyworker support OT support/sensory needs	School Well Being Team ELSA support Educational Wellbeing service PMHT/CAMHS



Arrangements for assessing and review progress toward outcomes

Class teachers plan out the steps for intervention taking into account the pupils' individual needs, put into place the intervention with support of the SENCo and facilitate any necessary changes. Parents, children and staff members work together as part of the graduated approach and targets are agreed upon by all. Parents and teachers share the targets set at parent consultations. Finally, the process is reviewed, evaluated and adapted according to the needs of the child.

- Children on an intervention have a baseline assessment to track and monitor the progress made, following on from the intervention.
- Pupils are expected to achieve the targets set in the provision map. This would inform the exit data and be used as a baseline for the following term. This is regularly monitored and adjustments made as appropriate.
- All children in Nursery and Reception are screened using WellComm. This occurs termly and children will have targets to work towards for the term. Progress is monitored.
- Pupils who are receiving support from the Speech and Language Department are reviewed on a regular basis.

Expertise and training of staff who support children with SEN including how specialist support will be secured

Five part-time Learning Support Assistants (LSA) are employed by St John's. Last year we employed an additional LSA staff member to provide extra support for WellComm. We have increased the hours of all our support staff. The impact of their deployment was that they were able to support pupils identified as SEN with individually tailored interventions as well as providing pupils with strategies which they could use in class to help overcome difficulties they may experience.

All staff are trained by the SENCo in staff meetings in differentiation, Provision mapping and delivery of the Ordinarily available document. The SENCo attends regular training including termly SENCo meetings, AET training and WellComm Training.

The impact of this training is that all teaching staff were confident to be able to understand, write targets and use a Provision map. Regular Lesson observations, observations of interventions and LSA's as well as book scrutinies also showed evidence of support and differentiation in all year groups.

Many of the staff have First Aid at Work or Paediatric First Aid qualifications.

Other initiatives in the last year to improve the quality of SEN provision

In April 2022, all staff in school received training on the Zones of Regulation, teaching children to recognise their emotions and developing appropriate strategies to deal with these. Two members from the ASCIT team also came in to school to teach the initial session with Reception and Year 1 pupils. More information on the Zones of Regulation can be found on the school website.



Information about evaluating the effectiveness of provision for children with SEN

We evaluated the effectiveness of our SEN provision by:

- observing the Learning Support Assistants delivering interventions
- book looks
- pupil voice
- scrutinising data- assessing the progress the pupils made from starting point of the intervention to end of intervention
- discussions with parents/ class teachers about the pupil's confidence

How children with SEN were enabled to engage in activities available with children who do not have SEN

All activities selected for the pupils by class teachers are available to all pupils in the class. When necessary, tasks are differentiated, children are put into mixed ability groupings or a specific programme was followed.

For pupils with physical needs activities are adapted to ensure they take place on accessible, level grounds and that adequate support was available for the pupil. Risk assessments are rigorous and shared with parents where necessary. Parents are informed of the trips well in advance.

All children should have the same opportunity to take part in extra-curricular activities. We offer Football and Netball Clubs for Key Stage 2 pupils to join as well as outside agencies providing Kicking boxing, music lessons and Brazilian soccer. Some clubs have been paused due to Covid, however will return in due course.

Well- Being Support

Pupils well-being is supported by:

- ELSA
- Circle time
- Whole school values week at the beginning of the Autumn term
- Assemblies
- Regular PSHE lessons
- Our Counter-Bullying Policy and our Relationships Policy
- Zones of Regulation

Mrs Loveless led well-being support at St. John's with Mrs Day taking over this role in April 2022. Children needing well-being support are prioritised within school and a series of individual sessions are offered to pupils.

Where the emotional needs of the child could not be addressed in school, referrals were made to the Well Being Team. Parents were informed from the outset and were regularly informed of their child's progress. Time was allocated at regular intervals for revisiting sessions once the support was completed.



We have direct links to Well-being support on our website. We also have a Well-being pamphlet available to all parents.

How has the school sign posted parents to organisations and services that can provide them with additional support

Teaching staff are in regular contact with parents through:

- Newsletters
- Home school diaries
- Phone contact
- Email contact
- Home visits in Nursery
- Parent Consultation meetings
- Annual reviews for pupils with a RoN
- Well-being leaflet with access to services

The annual parent survey encompasses all families in the school and focuses on Well Being and attainment. The results are analysed and reported back to the parents. More details and the latest results can be found on the school website.

Involvement from other services include:

The school has forged good links with outside agencies and has a strong working relationship with them. Some of the agencies that have supported pupils at St. John's include:

- Educational Psychology and Well Being Team
- Occupational Therapy (OT)
- Social, emotional and mental health inclusion team (SEMHit)
- Speech and Language (SALT)
- Autism Social Communication Inclusion Team (ASCIT)
- Primary Mental Health Team (PMHT)
- School Nurse
- Family Partnerships Workers
- Educational Welfare Officers (EWO)
- Family Nursing

A board in the entrance hall has more information about Parenting Support Services which are available on the Island. We adopt an 'Jersey Children's First' approach and liaise with families as soon as problems are identified, to ensure they receive the support they need as early as possible.

The Children and Families Hub

The Children and Families Hub provides information, advice and support for families and young people. The aim of the Children and Families Hub is to make sure you get the right help, at the right time. The Hub also responds to any safeguarding concerns you may have for a child or young person.



The Hub was formerly known as MASH (Multi Agency Safeguarding Hub). You can find out more here:

<https://www.gov.je/caring/helpsupportchildrenfamilies/pages/childrenandfamilieshub.aspx>

The Jersey Online Directory was developed in 2015 also provides information to parents about available services. More information can be found here:

<http://www.jod.je/kb5/jersey/directory/home.page>

Behaviour

Parents are informed when behaviour plans are put into place and are encouraged to work alongside the school. This year there were no Behaviour Plans required. The school had no exclusions last year.

Keeping children safe

Some of the ways school ensured the safety of children are:

- having additional staff on duty before and after school
- welcoming children from their cars into school
- ensuring the gates and exits were closed at all times
- adopting a key fob security system at the front door
- not allowing parents beyond the foyer
- a signing in system with proof of identity for agency visitors
- a signing in and out for parents taking children out of school during school time
- collecting children from school policy
- an annual health and safety audit.

Children are encouraged in School Council meetings to express their views about topics. It is open to all pupils who are elected as representatives.

The school has a procedure for managing the administration of medicines. Parents complete a form outlining the dose and frequency of the medicine along with the child's information. The medicine is kept securely and is administered by the secretary.

Pupils who require personal care receive support. The class teacher arranges for a named member of staff to support the child and appropriate facilities are identified to the child.

Accessibility plan

The school is on a single level and has no steps. The main boys' toilets has an automatic push door knob put on to make the door opening more accessible.

There is a disabled toilet in Key Stage 2 and a changing trolley and changing area in Nursery. A ramp has been created to allow easier access into the nature garden.

Changes have been made to classrooms to de-clutter and focus on organised and tidy classrooms. An awareness of the sensory needs of specific children, highlights the importance of this to class teachers.



Arrangements for supporting children moving between educational phases

Moving on is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. At St John's we understand that this can be an unsettling time. We do our best to make changes as smoothly as possible. We aim to keep both pupils and parents fully informed. At the end of the Summer Term teachers met to discuss the classes prior to any change, so they were fully aware of any needs pupils or families may have.

Children receive extended transition through the Transition Plus programme when required. The pupils and their parents are invited to make additional visits to their secondary school, as well as with the SENCo to meet their teachers and familiarise themselves with the layout of the complex. This is organised between the Year 6 teacher and SENCo and begins in the summer term of Year 6. The SENCo and Class Teacher meet with the secondary teachers to assist in this transition. This year the Secondary teachers came to school to visit a small group of pupils and answer any questions they have about transition to Secondary School. If a transitioning child has SEN, then the SENCo's from both schools meet to discuss the pupils, their needs and the support that has been given. Extra transition can also be arranged with the new secondary school, depending on individual needs of the child. There are two transition days in the summer term where the children spend the time with their new class teacher and support staff.

Arrangements for handling complaints from parents of children with SEN about the provision made at school

As a school we like problems to be resolved and will work with other parties to try and do so. Concerns are usually addressed to class teachers in the first instance. If the matter is not resolved than parents can speak to the Deputy Head/SENCo and then Head Teacher.

Outcome of the school priorities for SEN as outlined on the SDP

- ▶ All actions were met from the previous year, though the substantial and sustained progress attainment of pupils will be a continued focus moving forward.
- ▶ Provision Maps provide information on the attainment of individual pupils, (through evidence provided by class teacher, end of term assessments, data on SIMs), to ensure pupils have made the required progress.
- ▶ The impact of interventions were measured and used to inform actions for our current SDP with a focus on all pupils making substantial and sustained progress.
- ▶ Oracy for all pupils will be a focus on the SDP 2022- 2023. This will run alongside and support the continue use of WellComm to support all pupils language development.

S. Walker – December 2022

