

# St. John The Baptist

Church of England (Aided) Primary School

*Loving Learning, Building Community, Growing in Faith*



## **SEND Information Report 2024 - 2025**

**School SENCO – Molly Bailey**

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### **ETHOS, VALUES AND VISION**

Welcome to our SEND Information Report, which is part of the Leicester Local Offer for learners with Special Educational Needs and Disabilities. At St. John the Baptist Church of England Primary School, we welcome everybody into our community. The Staff, Governors, pupils and parents work together to make the School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties and additional needs the opportunity to follow a curriculum specially to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently. We are committed to narrowing the gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes; small group work or other learning interventions developed to personal learning and improve outcomes. We have very good attendance as pupils want to come to school to experience our high-quality learning provision. All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

If your child has special educational needs and/or a disability and you would like to know more about what we offer please contact the SENCO, Mrs Molly Bailey on the school office number on 0116 2709932. You can also email her at the following at [mbailey@st-john.leicester.sch.uk](mailto:mbailey@st-john.leicester.sch.uk).

The SENCO is the person in school who is responsible for making sure that the school is following statutory guidance and the SEND Code of Practice. SENCO stands for Special Educational Needs Co-ordinator. M Bailey also has the responsibilities of Deputy Designated Safeguarding Lead (DDSL) and Mental Health and Wellbeing within school and is the Senior Mental Health Lead (SMHL). She has completed the DFE funded training for Senior Mental Health Leads. School also works in conjunction with the Mental Health Support Team for the South Leicester hub. Our school representative is Leesa Sabat.

Molly Bailey has 10 years' experience in the field of SEND, training and working in a specialist setting. To maintain a local and national perspective of current SEND practice and procedure, the SENCO regularly attends Local Authority network meetings and is an active member of the local schools' SEND development group.

The SENCO is supported by the SEND link Governor, Anwen Goodwin, who monitors SEND provision throughout our school.

### **What does 'Special Educational Needs and Disabilities' (SEND) mean?**

Children with 'special educational needs or disabilities' (SEND) have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra help or different help than that given to other children of the same age.

The school follows Leicester City's BERA Framework guidelines to ensure that it uses its "best endeavours" and makes "reasonable adjustments" to meet the needs of all of its pupils. This is especially the case when children with disabilities apply as the school has a legal duty to ensure that it uses its "best endeavours" and makes "reasonable adjustments" to meet the 2020 Equalities Act and the Special Educational Needs and Disability Regulations 2014 so that the environment, staff and curriculum is adapted to meet the needs of all children. There is more information on how the meets these requirements in the school's curriculum plans and in the SEND handbook and in the school's Accessibility plans.

Children with SEND may need extra help because of a range of needs, such as in;

- Cognition (thinking) and learning
- Physical or sensory difficulties
- Emotional and social difficulties
- Speech, language and communication difficulties.

Many children will have SEND of some kind at some time during their education. Schools can help most children overcome their barriers to learning quickly and easily, but a few children will need extra help for some or all of their time in school.

A child with SEND may have difficulties with the some of the following examples:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving properly in school
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school.

### **What kinds of SEND does the school cater for?**

Additional to and/or different provision is currently being made in school for children with a range of needs, including:

- Communication and interaction (such as autistic spectrum and language disorders)
- Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- Social, emotional and mental health (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- Physical and Sensory (such as hearing or vision impairment)

Special Educational Provision is that which is additional to and different from that which is made generally for most children in school. Assessment is an ongoing core progress throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Reception through to year 6.

If a child is not making the expected progress, then we identify a need and determine the reasons why.

**Adequate progress** is defined as that which:

- Closes the attainment gap between the child and children of a similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a child has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a child's behaviour allowing them to be receptive to learning

## **What should I do if I think my child may have special educational needs?**

If you think your child may have SEND;

- Speak to the class teacher to see if they share your concerns. They will be able to offer you some advice and strategies on how to support your child with their learning at home.
- Make an appointment to see the SENCO.
- If you have a medical concern about your child, make an appointment to see your GP and please inform the school of the outcome if you feel this is appropriate to their learning and development.

## **What does the school do if they think my child may have SEND?**

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored regularly at pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching. They are discussed with a member of SLT and the SENCO and a plan of action is agreed with the teacher.
2. Class teachers are continually aware of children's learning. Recently, teachers have all had training on the BERA guidelines and we all strive to ensure that we make "reasonable adjustments" and continue with "best endeavours" to support the children. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers
2. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First teaching or some parental support. Otherwise a graduated response is implemented by the school. This may result in the child being placed on the monitoring register.

Some school-based assessments and quality first teaching strategies are put in place and then after some time these are reviewed and if deemed necessary the child may be placed on the SEND register.

The SENCO or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add and inform teacher's own understanding and assessments of a child. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

### How does the school know if children need extra help?

Every child's progress is monitored and measured accurately throughout the year in reading, writing and maths. Teachers have pupils progress meetings with SLT to discuss particular children who might need additional support, together we work out which interventions might be best and how we can adapt teaching and learning strategies to suit the needs of the children. If we have any concerns about the progress your child is making, your child's class teacher will discuss this with you. Following this discussion, we will decide about how we can support your child more effectively.

### How is the decision made about what type and how much support my child will receive?

Decisions about the support your child will receive are determined by a four-part cycle – assess, plan, do and review. Your child's needs and their desired outcomes are at the heart of this cycle.

- **Assess:** Your child's needs will be assessed by their class teacher, and if necessary the SENCO and external professionals. You and your child will have the opportunity to meet with the class teacher and/or SENCO to share your views on their needs and their barriers to learning.
- **Plan:** The class teacher and SENCO, in consultation with you and your child, will plan how the child can be supported to work towards the parent and child's desired outcomes.
- **Do:** The agreed support is put into place and monitored.
- **Review:** We will look at whether or not the support has been effective in meeting the child's needs, and decide whether or not more support is needed. This review is conducted with you, once every term.

### How will the curriculum be matched to my child's needs? (Curriculum Compliance)

Our curriculum policies comply with the 2020 Equalities act and the Special Educational Needs and Disability Regulations 2014, ensuring that the curriculum is accessible to those with disabilities and SEN. All children at St John's receive excellent teaching in the classroom, which has adapted to meet the needs of all of the children in the class. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for all pupils.

If a child has been identified as needing additional support, or as having special educational needs or disabilities, teachers may also:

- Use different resources to support their learning.
- Provide in class support for small groups with a teaching assistant.
- Set children individual targets and suggest strategies that will be put in place to help them make progress in their learning.

Further information on how the curriculum policy meets the individual needs of the pupils in our school can be found in our school SEND Information Report and the School SEND policy.

### How will the school support my child?

Sometimes children need additional provision in groups or 1:1 with a teacher or teaching assistant, in order to meet their needs. This teaching would have specific targets and would be closely monitored to check the children are making progress. Here are some examples of additional provision at St John the Baptist Primary School:

- Fun time
- Precision Teaching
- SALT programmes

- Inference Training
- Language for Thinking
- Read/Write Inc.
- Big Moves
- Racing to English
- Hand skills OT programme
- Dyslexia Gold
- Social Skills
- Play Interaction/sunshine circles

Alongside these standard programmes, we also offer bespoke programmes for individual or small groups of children, based on their needs.

These programmes are closely monitored and your child's progress reviewed, to ensure that they are meeting your child's needs.

### **What is an Internal Alternative Provision and how does it support children?**

An Internal Alternative Provision (IAP) is a school-based support system designed to cater to the specific needs of students requiring additional assistance. At St. John the Baptist, our IAP primarily focuses on supporting children with Communication and Interaction as their primary need. The cohort in our IAP consists of children who are either currently in receipt of an Education, Health and Care Plan (EHCP) or are in the process of obtaining one. Some of these pupils are also awaiting placements in specialist schools tailored to their needs.

Our IAP operates as a mixed-age classroom and adopts a stage-not-age educational approach. This methodology allows us to cater to the diverse needs of our students by recognising their developmental stages rather than their chronological age. In addition to full-time students within the IAP, we also accommodate children from the mainstream provision who require specific interventions or short, focused periods of support to enhance their Communication and Interaction skills.

The curriculum within our IAP is aligned with the Early Years Framework and encompasses the seven primary areas of learning. Recognising the individual needs of each child, our timetable is meticulously tailored to provide personalised support. Interventions such as Attention Autism, Intensive Interaction, Sensology, Sensory Massage, and Messy Maths are integral components of our programme. We carefully plan fine motor skills activities on a daily basis to bolster the development of these essential skills. Following the structured interventions, each child receives short, targeted one-to-one sessions in Mathematics and English, with an emphasis on phonics and reading, thereby reinforcing their learning levels.

The IAP is overseen by Mrs Bailey, our Special Educational Needs Coordinator (SENCO), with classroom leadership provided by Miss Luker and Miss Oxman. Additionally, we benefit from regular visits by the Autism Learning, Communication and Interaction team from Leicester City, alongside Speech and Language therapists, school nurses, and, when necessary, members of the Early Years Support Teams.

If we find that your child needs more tailored support beyond what is available in the mainstream provision, we will follow the guidelines outlined in this report. Should we believe an EHCP is necessary, we will be here to help you with the application process and will adjust your child's timetable to include sessions in the IAP. If an EHCP is issued with Communication and Interaction as a primary need and a special school named, we will chat with you about the possibility of your child joining our IAP class, Little Penguins, while awaiting their spot in a specialist school. This way, we ensure your child continues to receive the support they need during this transition period.

## **How does the school make sure that all pupils are treated the same and disabled pupils are treated just as well as other pupils?**

The School behaviour policy promotes inclusion and every member of staff is committed to ensure that every child has the best opportunities to reach their potential. School leaders ensure that the behaviour policy is followed through every day and children have clear expectations and rules on behaviour, so that everyone is clear about what to do.

Our curriculum is diverse and we offer lots of opportunities to celebrate inclusion through a well-designed PHSE, SMSC & RE curriculum which promotes inclusion and celebrates diversity. Stigmas around negative attitudes are challenged and positivity and inclusion are promoted, staff ensure that when opportunities arise for enrichment activities, all pupils are considered, regardless of their disabilities and adjustments are made to support those pupils who need additional support.

Our school community champions inclusion and with our close links to St John the Baptist Church, there is a wealth of opportunities for all to get involved.

## **Who can the school contact if they need extra support or advice for helping my child?**

A few children may have specific barriers to their learning that cannot be overcome through Quality First Teaching and intervention groups, and may need extra specialist support from a professional outside of school.

This could be:

- Local Authority central services such as the Learning, Communication and Interaction (LCI) team, Autism team or the Social, Emotional and Mental Health (SEMH) team.
- Local Authority city psychology services
- Outside agencies such as the Speech and Language Therapy (SALT) service

If you, your child's teacher or the SENCO have identified your child as needing extra specialist support:

- You would be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission to the school to refer your child to a specialist service.

This will help the school better understand your child's particular needs and be able to support their learning in school. The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is taught in class
- Support to set better targets
- A programme of work to use in school
- A group set up by the professional and then run by the school staff
- Working directly with outside professionals

The specialist services accessed by the school include:

- Early Years Support Team
- Learning, Communication and Interaction Team (including Autism)
- Social, Emotional and Mental Health Team
- Educational Psychology Team
- Speech and Language Therapists
- School Nurse
- Hearing Impairment Team
- Visual Impairment Team



- Health Visitor
- GP
- Paediatricians
- Physiotherapists
- Occupational Therapists
- Social Workers
- School counsellor
- Mental Health Support Teams (NHS)

### **What is an Education and Health Care Plan (EHCP)?**

A few children have an Education, Health and Care Plan. This type of support is available for children whose learning needs are severe, complex or lifelong. This means that your child needs a high level of individual or small group teaching support which cannot be provided from the school budget. Usually, your child will also need specialist support from a professional outside the school.

For your child, this would mean:

- The school, or you as a parent can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. If parents request a statutory assessment of their child, the school can support them as well as external agencies such as SENDIASS. The details on how to get in touch with SENDIASS be found further on in this report. The Inclusion Manager, Mrs Bailey will support parents with this process.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they provide.
- After reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more individualised support in school to make good progress. If this is the case they will write an Education and Health Care Plan. If this is not the case, they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The Education, Health and Care Plan will outline the number of hours of individual / small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child, depending on targets set.

### **How will both you and I know how my child is doing in their learning and how will you help me to support my child's learning?**

Every child's progress is measured accurately throughout the year in reading, writing and maths. If we have any concerns about the progress your child is making, your child's class teacher will talk to you about whether you have any concerns and will discuss things that can be done to help. If your child is on the SEND register, you will be invited to a SEND review Meeting whereby you can meet with your child's class teacher and review your child's targets and discuss how they are doing in their learning, what their next steps are and how you can support them at home. If your

child has special educational needs or disabilities, they will have a pupil passport whereby they are set. These reviews should take place once every term with the class teacher and SENCO on request.

At St. Johns we are very keen for every child to reach their full potential, and we strive to ensure that any barriers to hinder progress are broken so that every child has the same opportunity, regardless of their SEND needs. We have quite a few children that are on the SEND register and are achieving brilliantly academically, so we support this further by providing opportunities to ensure that these children reach their full potential.

### **How will the school evaluate the effectiveness of provision for my child?**

Your child will be assessed at the start and the end of any intervention they are receiving so that the effectiveness of that intervention can be measured and monitored. This information is recorded in a school provision map. Class-based provision for children is monitored by the SENCO, and members of the leadership team, through learning walks, observations and pupil interviews.

### **How LAC and PLAC with SEND are supported within the school?**

Our LAC and PLAC are supported in an enhanced way, staff work hard to ensure that targets from the LAC PEP are similar to the SEND targets, if possible to create consistency and to make sure that the children and staff are not overwhelmed by too many targets. Where possible PEP meetings and SEND reviews are integrated, so that external agencies and carers only come to one meeting. The best outcomes for the child are always considered and many of our children benefit with having enhanced activities and provision, as these children are considered to be most vulnerable are discussed at SLT level, to ensure that they have suitable provision in place. We also look at, wider strategies which relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. School provides these children with greater opportunities to join clubs, go on trips and other experiences.

### **What support will there be for my child's overall wellbeing?**

Your child's class teacher is responsible for ensuring the well-being of children in their class. They are the first point of contact for your child and they know your child well. Class teachers and teaching assistants have a lot of strategies they can use to ensure that every child feels confident, secure and safe. Your child is encouraged to come and talk to an adult they trust if they are worried or concerned about anything.

Children with SEND are monitored closely so that we are familiar with their needs and the aspects of the school day that they may find difficult. Some children may have a 'meet and greet' start to the day with a familiar adult, or a buddy system in place in or out of the classroom. Some children may attend nurture groups, to support their social, emotional and behavioural difficulties as well as to practise specific skills.

We have a specific section dedicated to Mental Health and Well-being on our school website, which has specific websites and signposts parents to particular agencies to support our school community with Mental Health and Well Being.

Please use the website below to access further support for mental health and well-being.

Self-Care tips and ideas for parents: <https://www.annafreud.org/parents-and-carers/self-care-for-parents-and-carers/>

### **What training are the staff supporting children with SEND had or are having?**

All school staff receive basic training on how to support children with more common SEND learning issues. They can also use the SEND Handbook to support them with particular strategies or learning methods to help children with particular needs. Recently, staff have also had training



on how to implement the BERA guidelines in class, they also are aware of where to find them on the Extranet. In addition to this, the school also has staff trained in the following areas: SENCO – National Award for Special Educational Needs Coordination and DSL training. Also currently completing the Senior Mental Health Leads training as funded by the DFE.

Support Staff -

- Speech and Language
- Nurture Group
- Inference Groups
- Fun Time
- RML
- Lexia
- Big Moves
- Dyslexia awareness
- Dyslexia Gold
- Play interaction/Intensive Interaction
- Social Skills
- TEACCH
- Attention Autism

We monitor teaching and learning to identify any training needs staff have and ensure that they receive advice and training to meet the needs of the children they work with.

### **How are the school's resources allocated and matched to children's special educational needs?**

Children with SEND are closely monitored and when a need is identified, the class teacher and SENCO work together to identify resources available to meet their needs.

The SENCO and the Head teacher monitor the allocation of resources across the school through the school provision map, identifying areas of need and support provided in each year group.

When deciding about the support a child receives, the school will also take the following criteria into account:

- School must be able to afford the support through its delegated budget
- Amount of support is dependent upon which interventions are being used for each child.

### **How accessible is the school environment?**

St John's continues to improve its access and has the following special facilities:

- Wheelchair access to the front entrance
- A disabled toilet.

Equipment and resources are accessible to all children regardless of their needs.

All of our classrooms are inclusion-friendly; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?**

When children start in Reception visits are carried out to any previous settings to learn more about individual children and to ensure transfer to our school is as smooth as possible. Parents

and children are invited to attend our induction programme in the summer term before they start school in September. Parents are then invited to a baseline meeting where they share their knowledge of the child in the home setting that can inform the baseline assessments that are made in school.

When children transfer from one class to another, or move to another school, we ensure:

- Transfer of all written records, including a full history of information collated about your child.
- They have opportunities to visit their new classroom/school and meet their new teacher/teachers.
- If necessary, additional individual arrangements are put in place to ensure a seamless move.

### **How is my child involved in making decisions about their provision?**

Children are consulted at the start of the year about what they would like to achieve that year and how they think they could do it, through their SEND pupil passports. They are also consulted when parents have review meetings with teachers, so that their voice is heard when decisions are made about their targets and provision. Throughout the year, the child's teacher and the SENCO have ongoing discussions with the child about their progress, needs and what is helping them with their learning.

### **How are parents involved? How can I be involved?**

Parents are consulted about their child's progress and the provision they are receiving every term. Parents can contact the class teacher or a member of the Senior leadership either by Weduc or through the school email, so any queries or questions are dealt with swiftly. Teachers are also available at the end of the day to speak to and if parents need to have a longer conversation then they can make an appointment.

Parents have the opportunity to volunteer as a helper on some class trips.

Parents are asked to fill out questionnaires to find out their views on various aspects of the school. Parents may also be asked to contribute to school policies or help with Social Action groups. There is a 'suggestion box' at every parents evening, for parents to share ideas or concerns.

### **What is the local authority's 'local offer' and where is it published?**

The 'local offer' is a website that provides information about hundreds of service providers for children and young people with SEND in Leicester City. It can be found at <http://families.leicester.gov.uk/local-offer/>. On the website you can:

- Search for services from a range of local agencies including education, health and social care
- Find out more about SEND reforms

### **What do I do if I have a complaint?**

If you have a complaint relating to SEND, you should first speak to the SENCO and the Head Teacher. The chair of governors may be involved if necessary. If your complaint is unresolved, the Local Authority may be involved.

### **Who can I contact for further information?**

SENCO: Mrs Molly Bailey

Headteacher: Mrs Trudie Colotto

**Please ring the school office on the following number: 0116 2709932**

**Or email the school office: [office@st-john.leicester.sch.uk](mailto:office@st-john.leicester.sch.uk)**

**SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support) 0116 25757027**

**Who else can support me and my child?**

In addition to the services provided by the school, you may wish to seek support from voluntary and charitable agencies including:

- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
- Early Help
- The Laura Centre (bereavement)
- NSPCC
- Barnados
- Relate (ADHD Support)
- NHS Chat Autism
- My Choice <https://mychoice.leicester.gov.uk/> 'My Choice' is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support.

**Report Compliance:**

This report is compliant with the following legislation:

- Section 69 (2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the SEND regulations 2014
- Section 6 of the SEND Code of Practice 0-25