



**Sherborne St. John  
Church of England  
Primary School**

**SEND Information Report  
2023-2024**

## Introduction

Sherborne St John CE Primary School is a fully inclusive school which welcomes all children. Our vision states that the community of Sherborne St John Church of England Primary School aims to provide a high quality education which develops children intellectually, socially, morally, physically and spiritually within a Christian framework. One of our aims states that independence and individuality are encouraged so children reach their full potential.

Special educational provision is education which is additional to or different from that generally made for others of the same age. This means that provision goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality teaching. It may take the form of additional support from within school or require the involvement of external services.

We encourage visits to our school when making your decision about the most suitable school for your child so that you can look around our school, meet the staff who will be working with your child and see our ethos first hand.

### 'Areas of Need ' Explained

The Code of Practice (June 2014) States that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

<b>Area of Special Educational Need or Disability</b>	<b>Relating to difficulties with:</b>
Communication and Interaction	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar /phonological awareness still fairly poor and therefore their literacy can be affected.</p>
	<p><b>May have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"><li>• Language, memory and reasoning skills</li></ul>

Cognition and Learning	<ul style="list-style-type: none"> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>
Social, Mental and Emotional Health	<p><b>May have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
Sensory and /or Physical	<p><b>These pupils may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> </ul>

### Levels of support at Sherborne St John CE Primary School

	<b>High quality teaching for all children</b>	<b>Targeted support for individuals/small groups short/medium term</b>	<b>Specialised individual Support for individuals medium/longer term</b>
<b>Teaching Approaches</b>	Your child's progress in meeting their targets is regularly monitored. If they are not making progress, support will be put in place.	Assessment for learning is used to support planning for different levels of attainment. Small groups may be supported by either the class teacher or a teaching assistant, as appropriate.	Learning is adapted to meet the needs of individuals. There is careful targeting of individual support for pupils.
<b>Learning/ Curriculum Support</b>	Your child will have full access to the National Curriculum and Religious Education. The National Curriculum will be adapted to take account of each child's particular needs. Instructions are simplified and	The school identifies children with SEND in a number of ways. Please see FAQ for further details. Children are assessed regularly and parents are always informed of any concerns relating to their child's progress	The school responds to any concerns raised by parents. The SENCO may carry out additional testing when additional educational needs are identified and outside agencies may also be involved.

	supported with visual prompts where possible. Understanding is also checked. A visual and practical approach to learning is used throughout the school. Care is taken to ensure that learning activities are relevant and engaging.	Small group and individual work on developing an understanding of language and conversational skills may be set up. Break time support may also be offered. There are plenty of opportunities for overlearning and consolidation of concepts. Regular daily opportunities to access individual and small group targets to develop independence and organisational skills may be set up.	Individual targets are set by the pupil, class teacher, SENCO and parents, as appropriate. Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the SENCO although class teachers and teaching assistants are also involved. It is the responsibility of the SENCO to organise external support and maintain records.
<b>Environmental and physical resources</b>	We are an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.	We prepare children for changes and provide support to manage unpredictable events.	The SENCO coordinates multi-agency working to support children with disabilities and additional needs to ensure that any specialist equipment or adaptations are provided
<b>Behavioural, Social and Emotional</b>	We work closely with families to meet the needs of all pupils with their social, emotional and behavioural development. The school uses SCARF materials in PSHE lessons and hold annual SCARF workshops.	Barriers to learning arising from social / emotional and or behavioural difficulties may be addressed through social skills, social communication groups and/or structured group activities at break times.	The SENCO and ELSA support pupils on a 1:1 basis, when required. Enhanced support at break times will be available as required. Where necessary we work with outside agencies, such as the school nurse, Maple Ridge Outreach, Primary Behaviour Service and the Educational Psychology Service

### Frequently Asked Questions

#### **How does Sherborne St John CE Primary School know if children need extra help?**

At Sherborne St John CE Primary School children are identified as having a SEND (Special Educational Need or Disability) through a variety of ways including the following:

- Liaison with nurseries/previous school
- Child performing below age expected levels
- Concerns raised by parents
- Through termly pupil progress meetings held between all teachers and the Headteacher
- Concerns raised by teacher in relation to any of the 4 areas of need
- Liaison with external agencies - for example speech therapist
- Health diagnosis through paediatrician/doctor

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

Talk to us – firstly contact your child’s class teacher. If you require more information contact our SENCO, Miss Sarah Jolliffe, who is also our Headteacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

**How will Sherborne St John CE Primary School staff support my child?**

Our SENCO monitors all support and progress of any child requiring additional targeted support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Partner (LSP) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents, usually in a letter, when targeted support starts.

**Who will explain this to me?**

The class teacher will meet with parents at least on a termly basis (this could be as part of Parents’ evening) to discuss your child’s needs, support and progress. For further information, the SENCO is available to discuss support in more detail.

**How will the curriculum be matched to my child’s needs?**

All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be different levels of work set for the class; however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

**How will I know how my child is doing and how will you help me to support my child’s learning?****What opportunities will there be for me to discuss my child’s progress?**

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child’s education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

We operate a home / school link book, primarily for reading, which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed.

If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have individual / group targets. This is shared with parents on at least a termly basis and parents will also be given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed. If your child has complex SEND they may be part of an Inclusion Partnership Agreement (IPA) or have an Education, Health and Care Assessment Plan (EHCP) which means that a formal meeting will take place to discuss your child’s progress and a report will be written.

**How does Sherborne St John CE Primary School know how well my child is doing?**

As a school we measure children’s progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through Pupil Progress meetings with all the teachers and Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. This will be shared with you.

### **What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?**

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENCO, with vulnerable children.

### **How does Sherborne St John CE Primary School manage the administration of medicines?**

The school has a policy regarding the administration and managing of medicines in school. Parents need to contact the school office and complete a form if medication is recommended by Health Professionals to be taken during the school day.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

As a school we have a very positive approach to all types of behaviour which is outlined in our Behaviour Policy. If a child has behavioural difficulties an Individual Behaviour Plan may be written in conjunction with the child and parents to identify the specific issues, put relevant support in place and set targets.

After any negative behaviour incident we expect the child to reflect on their behaviour with the support of an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. Staff will also reflect on the child's behaviour, with consideration to any patterns or specific triggers so they can make environmental changes or change the approach with the child to reduce distressed behaviour in the future. For some children, we may feel it appropriate to work with the Primary Behaviour Service to support both the child and school to identify why certain behaviours are being shown and how we can work together to support the child.

Attendance of every child is monitored on a daily basis by our Admin Assistant. Lateness and absence are recorded and reported upon to the Headteacher. Where attendance is a concern, we contact families at least termly and work with our families to identify barriers to good attendance and improve attendance.

### **How will my child be able to contribute their views?**

Children in our school are valued and we encourage every child to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have IEPs (Individual Education Plans) discuss their targets with their class teacher. There are also worry boxes in every class which are regularly checked by the class teacher and acted upon.

### **What specialist services and expertise are available at or accessed by Sherborne St John CE Primary School?**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Support; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; Social Services including - Locality Teams, social workers and Educational Psychologists.

### **What training have the staff supporting children with SEN had or are currently having?**

We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist.

Many of our LSPs have had training in delivering reading, spelling / phonics and maths intervention programmes.

Staff have had co-regulation training through the Primary Behaviour Service.

Some staff have completed ASD awareness training.

We have a commitment to high quality CPD and target CPD to meet the needs of our children and our on-going strategic plan.

### **How will my child be included in activities outside the classroom including school trips?**

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful, sometimes this includes asking a child's family to support us.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### **How accessible is the environment at Sherborne St John CE Primary School?**

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.

There is specific IT equipment for supporting pupils, other specialist equipment can be obtained in accordance with pupils needs

If a child has an on-going medical need the school with the school nurse complete a care plan specifically for that child and this is closely followed by the school. Parents need to contact the school if medication is recommended by health professionals to be taken during the school day.

An administration of medicines form will need to be completed by parents/carers and authorised by the head teacher. On a day to day basis the admin staff oversee the administration of any medicines if they have been authorised by the head teacher.

### **How will Sherborne St John CE Primary School support my child when joining the school and transferring to a new school?**

We encourage all new children to visit the school prior to starting and be shown around the school. New Year R children are invited to a teddy bears' picnic in the term before they start. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We also visit them in their current school/nursery. We write social stories with children if transition could be challenging for them.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Many of our local secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils and we are able to recommend children if we feel this is appropriate.

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 IPA (Inclusion Partnership Agreement) or EHCP review will be used at a transition meeting during which we will invite staff from both schools to attend.

### **How are resources at Sherborne St John CE Primary School allocated and matched to children's SEN needs?**

We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a LSP.

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

The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents.

### **How do we know if it has had an impact?**

We regularly review children's targets on IEPs and ensure that they are being met. If not the target may be adjusted, broken down into smaller steps or additional support identified.

We do expect children to be making progress against their own personalised targets.

For some children this will mean that the gaps in relation to SEMH, sensory processing, cognition and learning or communication will be closed sufficiently enough to no longer need the support of an IEP or identification on the SEND register.

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

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet our SENCO, who is also our Headteacher.

You could contact Hampshire SENDIASS (Special Education Needs and Disability Information, Advice and Support Service) via their website [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk) or email [hampshiresendiass@coreassets.com](mailto:hampshiresendiass@coreassets.com) or telephone 0808 164 5504 or IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk/](http://www.ipsea.org.uk/)

### **Who should I contact if I am considering whether my child should join Sherborne St John CE Primary School?**

Contact the school office (01256 850180) to arrange a visit to view our school and meet the Headteacher, who would willingly discuss how the school could meet your child's needs.



**Next Review:** Autumn 2024