



St John of Jerusalem C of E Primary School Vision Statement

Within a friendly, caring Christian community - with children at the heart of our school - we will ensure:

- High academic standards
- Each child is motivated to reach their full potential through high quality, enjoyable teaching and learning
- Each child has access to a rich, broad and balanced curriculum
- High expectations of both staff and children
- Staff and children have high expectations of one another
- Christian faith and values inform the whole life of the school and that each child is provided with a wide range of opportunities to develop in body, mind and spirit
- Respect for all faiths is encouraged so that the school is inclusive of the community it serves and so that each child develops the confidence, sensitivity and skills to live in a diverse community
- Everyone in the school community is treated fairly and encouraged to develop their skills, self-confidence and self-esteem
- Everyone's views are valued and children are encouraged to develop a sense of pride, ownership, responsibility and independence
- Mutually positive relationships between the school and the wider community
- A close partnership and involvement of parents and carers

At St John of Jerusalem we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality First Teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. This is where the SEND Team step in.

ST. JOHN OF JERUSALEM SEND TEAM:

- Mrs Carly Richards - **School Inclusion Manager and Special Educational Co-ordinator**
- Mr Dominic Williams Richards – **Learning Mentor and Pastoral Support**
- Ms Reva Kline - **ASPACE Counselling Service**
- Ms Giselle Grant – **Speech and Language Teacher**
- Our team of 13 Teaching Assistants

There are many SEN terms that are abbreviated which can lead to confusion (even for us!).

Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
DCD	Developmental Co-ordination Disorder
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
FLO	Family Liaison Officer
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
LM	Learning Mentor
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Current SEND Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers.
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in Support and aspiration: A new approach to special educational needs and disability: Progress and next steps by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child."

What will it do?

The Hackney framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings

There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are St John of Jerusalem's responses to these questions.

1.1. How does St John of Jerusalem know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, teaching assistants, Pastoral team or the pupil's previous school
- there is lack of progress

- poor test scores
- there is a change in the pupil's behaviour
- a pupil asks for help

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

- If you have concerns then contact your child's teacher or Mrs Carly Richards the SENCo.

1.3. How will I know how St John of Jerusalem School supports my child?

- Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus intervention group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on the pupil's provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head teacher, the Deputy Headteacher and SENCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the SENCo.
- Occasionally a pupil may need more expert support from an outside agency such as the Children and family, Education Psychology, CAMHs, Hakney Ark, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

1.4. How will the curriculum be matched to my child's needs?

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

1.5. How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents Evenings.
- Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.
- IEPs (Individual Education Plans) are sent home each term. Targets are usually set by the class teacher. Parents/carers are encouraged to contribute their input to be included on the IEP.

How will you help me to support my child's learning?

- The class teacher may suggest ways of supporting your child's learning through messages, at parents' evenings or if you are requested to attend a meeting.
- Mrs Richards, the SENCo may meet with you to discuss how to support your child. The class teacher or Learning Mentor may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs.

1.6. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- Members of staff such as the class teacher, teaching assistants, Learning Mentor, SENCo are readily available for pupils who wish to discuss issues and concerns.
- Social skills groups are run by the LM. As needed

Pupils with medical needs

- If a pupil has a medical need then a detailed Care Plan is compiled by Mrs Richards in consultation with the School Nurse and with parents/carers. These are discussed with all staff who is involved with the pupil.
- Majority of the school's staff will receive basic First Aid training in addition to those that are already fully trained.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medication agreement in line with the medication policy is in place to ensure the safety of both child and staff member.

1.7. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Hackney Ark
- Child Protection Advisors
- Educational Psychologist
- CAST (Child & Adolescent Support Team)
- CAMHS (Child & Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
- Inclusion Team
- Social Services
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Learning Support Service
- Behaviour Support Service

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties.

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed.

He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

1.8. What training are the staff supporting children and young people with SEND had or are having?

All staff have received some training related to SEND.

These have included sessions on:

- How to support pupils on the autistic spectrum.

Supporting pupils with SEND

- How to support pupils with emotional needs.

Running Speech and Language groups

1.9. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

1.10. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- School building is accessible to all and is accessible to wheel chair users and pupils with physical disabilities. We have a lift on the ground floor which is accessible to pupils and adults.

1.11. How will the school prepare and support my child when joining St John of Jerusalem or transferring to a new school?

St John of Jerusalem understands what a stressful time moving schools can be therefore we have a number of strategies in place to enable the pupil's transition to be as smooth as possible.

These include:

- Meetings between the previous or receiving schools prior to the pupil joining/leaving.
- Mrs Richards attends schools ISR (In School Review) where appropriate
- Mrs Richards is always willing to meet parents/carers prior to their child joining the school.
- The Learning Mentor runs extra transition sessions with vulnerable year 6 pupils before transition and year 2 coming up to yr3 (KS2).
- Secondary school staff visit pupils prior to them joining their new school.
- Mrs Richards meets the SENCo from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs Richards, the secondary school SENCo, the parents/carers and where appropriate the pupil.

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

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised on completion of the assessments Mrs Richards will investigate further support or advice from outside agencies if required.
- Individual Pupil Premium payments are used to support that pupil's learning.

1. 13. How is the decision made about how much support my child will receive?

- When the children join the school support is allocated on the information provided LEA teaching assistant support is allocated to individuals or small groups to support in class and outside the classroom
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.
- Parents/carers will be able to see the support their child is receiving on a provision map which will be sent home three times a year. A provision map is a record of support that the pupil is receiving including the impact it is having on the pupil's learning.

1.14. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher.
- During parents evenings.
- During discussions with Mrs Richards or other professionals.
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

1.15. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please follow the school's Complaints Policy.

I hope these have answered any queries you may have, but do not hesitate to contact the school if you have further questions.