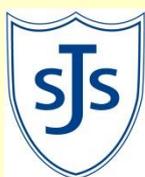


Special Educational Needs and
Disabilities
at
St John's Catholic P.S.



A Guide for Parents



St. John's Way



‘Respect for yourself,

Respect for others,

Respect for your school/environment’

Our Vision and Values

As outlined in the 2014 Code of Practice, we at St John's, share the vision for children with SEND- 'that they will achieve well in their early years and at school so that they make a good transition to adulthood to leave contented and fulfilled lives.' (E.Thompson (2014), Code of Practice 2014, pg3)

We welcome children with a range of needs to our school and work with children, parents and other professionals to offer all pupils the most suitable support. We recognise and embrace the individuality of all our pupils and promote inclusivity in all aspects of school life. For us, as staff at St John's, it is imperative that all children are given the opportunity to achieve their potential.

What is SEN?

In 2015, the Government produced a statutory document known as the SEN Code of Practice.

Within this document a child or young person has SEN if they have a learning difficulty or disability which calls for **special educational provision** to be made for him or her. This is identified as a child who:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

How do we identify SEND at St John's?

We believe that early identification of pupils with additional educational needs is imperative as they can be assessed and appropriate provision put in place as soon as possible. For us, high quality first teaching is our primary response to meeting the needs of the pupils we support. This includes adaptation of teaching style, incorporating a range of strategies and adapting the work so that all children can access the curriculum (differentiation).

It is usually the class teacher who will raise a concern about a child's learning with the SENCo; however, as parents you can arrange an appointment with the SENCo at any time via the school office. When a concern is raised, we adopt a collaborative approach where parents, teacher and SENCo meet to discuss the area of concern and strategies that can support the child. At this point a child may be placed on the SEN register and an individual pupil passport created. This is a confidential list and is continually monitored and reviewed to ensure the best possible provision is in place.



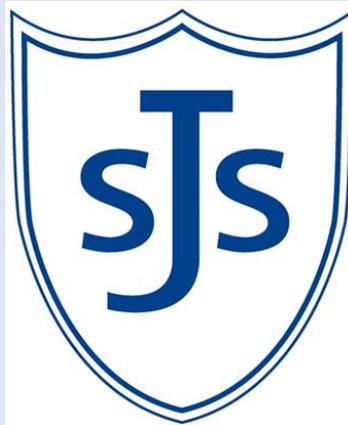
THE SEND team at St John's

Every school must have a qualified teacher, accredited or currently undertaking the National Award for SEN Coordination. This person is the SENCo.

In St John's the SENCo is Miss Gallagher. Miss Gallagher works closely with the intervention team who includes: Mrs Winbolt, Mrs Atkinson and Mrs Peters.



Miss Gallagher
(SENCo)



Mrs Winbolt
(Speech and Language
Interventions)



Mrs Atkinson
(Phonics and KS1
Interventions)



Mrs Peters
(KS2 Interventions)

What to do if your child has a Special Educational Need or Disability

Our role as a school is to ensure that we give every child in our care the best possible opportunity and provision to ensure they reach their potential. When a child is identified as having Special Educational Needs, the expectations remain, and we do our utmost to prepare these children for adulthood by equipping with the necessary skillset to live independent and fulfilling lives.

Throughout your child's journey through primary school, you are an integral part as parents. Similarly, we greatly value the views of the child and place their best interests at the centre of all we do.

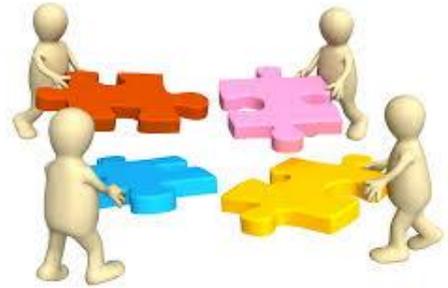
When a child is placed on our SEN register, with your consent, additional provision is put in place to support them. This will be outlined on your child's individual pupil passport, alongside the strategies which will best meet their needs. There will also be a focus on long term outcomes with short term targets which are reviewed and shared regularly with you, a minimum of 3 times a year.

For us, ensuring your child thrives in our environment is paramount and we aim to support you through a multi-agency approach. This means that when necessary we may need to invite external agencies in to guide and support us e.g. Speech and Language Therapists, Educational Psychologists or Specialist Teachers, to name but a few. As with all aspects of SEN, you will be consulted at all times.

'No Decision
About Me,
Without Me'

What interventions do we offer at St John's?

- **Booster groups**
- **Social groups**
- **Additional adult support**
- **Focus group work**
- **Rapid Programme**
- **Accelerated reading programme**
- **Specific Interventions include:**
 - **Sensory circuits**
 - **Lego Therapy**
 - **Play Therapy**
 - **Speech and Language**
 - **Phonics**
 - **Dyscalculia support**
 - **Reading support**
 - **Toe by Toe/ Hornet**



In order to meet some children's needs appropriately, there may need to be modifications to their learning environment such as:

-
- **Sloped writing boards**
- **Individual task boards**
- **Visual cues**
- **Pencil grips**
- **Buff coloured books**
- **Concentrations boards**
- **Personalised work stations**



Whatever the need type, we really do our very utmost to meet those needs to the very best of our capabilities.

Further Information

If you would like to know more about SEN at St John's, please refer to the SEN Information Report which can be found on our website.

www.stjohnsprimary.kent.sch.uk/about-us/inclusion/

On our website, you will also find a link to the Local Offer which outlines the support available for families with children who have Special Educational Needs.

We have also a range of links to support groups and websites that you may find useful.

Contact us

Appointments can be arranged with the SENCo (Miss Gallagher) via the school office on (01474) 534546.

Alternatively, Miss Gallagher can be contacted via email: agallagher@stjohnsprimary.kent.sch.uk

Reviewed March 2018