

# SEND Information Report 2024



## Learning to live, living to learn

### ***"pupils thrive here.."***

At St John's Primary every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can thrive. We believe that learning is a shared lifelong experience. We celebrate our differences and learn as much as possible from each other, understanding that each of us are different and we are all equal. We will respond to individuals in ways which consider their varied life experiences and particular needs.

Staff at St John's Primary are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

### ***"the school is the heartbeat of the community"***

St John's Primary School is an inclusive and welcoming school in which your child will learn and develop to their full potential. Strong partnerships between staff, pupils and families help us maintain a relationship between home and school, based on trust and shared knowledge. Working in partnership with parents/carers, external agencies and Newcastle Local Authority ensures the best possible outcomes for our pupils.

## St John's Primary School Special Educational Needs Information

The intention of this document is to provide parents, carers and families with information regarding the support we have on offer for all our pupils, particularly those identified as having a special educational need or disability. We continue to monitor, update, modify and add to our knowledge and expertise in areas of SEN to effectively meet each individual pupils needs.

There are several reasons why a child may be identified as having Special Educational needs (SEN):

1. They are having significant difficulty with their learning and making less progress than would be expected for their age group.
2. They have a specific learning difficulty, for example Dyslexia.
3. They have emotional or mental health difficulties.
4. They have difficulties with social communication and interaction.
5. They have sensory and/or physical needs, for example a hearing or visual impairment.

If you would like further information, or a chat, please contact one of our 2 SENCOs;

Jodi Southern: [jodi.southern@stjohns.newcastle.sch.uk](mailto:jodi.southern@stjohns.newcastle.sch.uk) or phone 0191 273 5293

Ali Thompson, by email [alison.thompson@stjohns.newcastle.sch.uk](mailto:alison.thompson@stjohns.newcastle.sch.uk) or phone 0191 273 5293



St John's Primary School operates its SEND provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures. View [Newcastle Local Offer](#) to access more information.

### For all children at St John's Primary School with SEND:

- We deliver quality first teaching for all children to promote pupil progress.
- Learning tasks are differentiated, where appropriate, to match the child's ability
- Children with additional needs are placed on the school SEN register. Progress is monitored and support from outside agencies is requested where appropriate
- We use pupil centred SEND support plans which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We use Newcastle Universally Available Provision to support provision.
- We involve the pupil, families and key staff members in the writing, implementing and reviewing of individual education plans.
- We deliver high quality teaching, an accessible curriculum and resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need: assess, plan, do, review which is monitored by the SENCO.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all children including our SEND children.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We have an experienced FSW (Family Support Worker) who provides support for families and is able to signpost them to services and organisations which may offer appropriate support and advice.
- We offer support to all pupils and parent/s or carer/s during periods of transition; Pre-school to Nursery, Early Years to Key Stage 1 and Year 6 to Secondary School
- We liaise closely with secondary schools at transition times to ensure that SEN pupil information is clearly communicated so that the move to secondary school is as smooth as possible.
- We work in partnership with families to meet the needs of individual pupils.

Specific provision is also provided for the different area of need. The table below explains the detail of this support.

Types of SEN for which provision is made at St John's Primary School	Support/provision made at St John's Primary School
<p><b><u>Communication and Interaction</u></b></p> <p>This may include</p> <ul style="list-style-type: none"> <li>• Autism</li> <li>• Speech, Language and Communication Needs (SLCN)</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables to support pupils to understand what will happen and when</li> <li>• 'First' and 'Then' boards and 'Choice' boards</li> <li>• Areas of classroom are clearly defined and labelled</li> <li>• Support during times of stress or anxiety</li> <li>• Areas of low distraction / individual workstations</li> <li>• Use of ICT where possible to reduce barriers to learning</li> <li>• Support or supervision at unstructured times of the day e.g. break time and lunchtime where appropriate</li> <li>• Resources to support pupils with speech and language difficulties e.g. word banks, visual prompts</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunity to communicate in various ways e.g. communication books, Makaton, PECS</li> <li>• Small group or one-to-one support for developing pupil's speech, language and communication following programmes of work provided by outside specialists such as speech and language therapists</li> <li>• Box Time sessions, Movement and Sensory sessions and 1:1 sessions to work on specific targets.</li> <li>• Occupational Therapist (OT) to assess pupils sensory processing needs, provide reports and intervention programmes.</li> <li>• Resources to reduce anxiety and promote emotional wellbeing e.g. fiddle resources, stress ball, sensory space</li> <li>• Use of individualised reward systems to promote learning and enhance self-esteem</li> <li>• We use social stories to help children learn how to approach and deal with different social situations</li> <li>• Strategies to reduce anxiety</li> <li>• Relevant staff qualifications</li> <li>• Advice / training from outside agencies</li> </ul>
<p><b><u>Social, Emotional and Mental Health Difficulties</u></b></p> <p>This may include</p> <ul style="list-style-type: none"> <li>• Social difficulties</li> <li>• Mental health conditions</li> <li>• Emotional difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• The school provides pastoral care for all pupils through a collective approach from all the staff including the Head Teacher, Assistant Headteachers, SENDCOs, FSW, Attendance Officer, Kalmer Councillor</li> <li>• Our behaviour management systems in school are based on encouraging pupils to make positive decisions about behaviour choices</li> <li>• Clear sanctions and rewards are followed to offer pupils structure and routines (See Behaviour Policy)</li> <li>• Behaviour policy is implemented with reasonable adjustments where required</li> <li>• Risk assessments are carried out to ensure the safety and inclusion of all pupils in all activities</li> <li>• Referrals to specialist agencies outside school where appropriate (Educational Psychology Service, CYPS, SEND ASAP, Counselling)</li> <li>• Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. colour monsters, zones of regulation, Counselling Service, key member of staff for support</li> <li>• Opportunities to attend residential trips in Year 5 and Year 6 which help to develop social, emotional and behavioural resilience, promoting independence</li> <li>• Staff trained in positive handling</li> <li>• Relevant staff qualifications</li> <li>• Advice / training from outside agencies</li> </ul>
<p><b><u>Cognition and Learning Needs</u></b></p> <p>This may include</p> <ul style="list-style-type: none"> <li>• Learning Difficulties (Moderate – MLD)</li> <li>• Specific Learning Difficulties (Dyslexia, Dyscalculia)</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to promote and develop learning skills with increasing independence</li> <li>• Targeted small group support in class from the class teacher and LSA</li> <li>• Children receive 1:1 Read Write Inc intense catch up intervention, during the afternoon to promote their phonics skills</li> <li>• Children follow the Read, Write Inc programme for 30 minutes every day to develop their phonics skills, in differentiated groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Some children follow the Lightening Squad programme to develop their reading skills in KS2</li> <li>• Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths.</li> <li>• Readily available resources, visuals and manipulatives to promote independent learning</li> <li>• Use of ICT to support and evidence learning in a variety of ways.</li> <li>• We use strategies and resources to support dyslexic pupils e.g. coloured overlays for reading, word banks to support spelling of key words, alphabet letters, Sound Linkage intervention</li> <li>• We use a working memory game called 'Meemo' to develop children's auditory working memory.</li> <li>• We recognise and support children with additional time to process information and ideas.</li> <li>• We assess pupils every term and report progress to parents/carers at the Assertive Mentoring meetings in school with the class teacher</li> <li>• Advice and support from outside agencies.</li> <li>• Support for homework through breakfast club/after school interventions</li> <li>• Accessible and personalised homework where required.</li> <li>• Relevant staff qualifications</li> </ul>
<p><b><u>Sensory or Physical Needs</u></b></p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• Hearing impairment (HI)</li> <li>• Visual impairment (VI)</li> <li>• Multi-sensory impairment (MSI)</li> <li>• Physical Disabilities</li> <li>• Medical Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Staff work with specialists from the Children's Vision Team and the Hearing Impairment Service to seek advice and guidance on meeting the needs of individual pupils.</li> <li>• OT in school. The OT will assess pupils fine and gross motor skills, provide reports and intervention programmes</li> <li>• We use physical aids or resources where necessary or where advised by specialists e.g. posture cushion, pencil grips, spring scissors, therapy putty, sensory activities</li> <li>• We provide support with personal and intimate care needs if needed</li> <li>• We make every effort to be as accessible as possible, for example, disabled toilet facilities (See Accessibility Plan)</li> <li>• Our staff understand and apply the medicine administration policy. Designated first aid trained staff are assigned to break, lunchtimes, trips or visits, etc. (See Administering Medicines Policy)</li> <li>• LSAs deliver recommended OT programmes to develop gross and fine motor skills</li> <li>• We offer movement breaks for pupils with motor coordination difficulties as and when required</li> <li>• Pupils are encouraged to use alternative ways of recording ideas/writing/investigations if required</li> </ul>

If you have any concerns about your child's SEN, progress or provision please arrange to discuss the matters further with your child's class teacher or SENCO. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents and carers, school complaints procedures are in place. (See School Complaints Procedure)

#### **Other useful information/contacts**

**Skills for People – Family Advice Team** (Supports families with disabled children/young people from birth to 25 years)

Tel: 0191 281 8737

Email: [information@skillsforpeople.org.uk](mailto:information@skillsforpeople.org.uk)

Website: [www.skillsforpeople.org.uk](http://www.skillsforpeople.org.uk)

**SEND Information, Advice and Support Service** provide information, advice and support at any stage of a child or young person's education, and provide an Independent Supporter for families in the process of getting an Education Health and Care Plan.

This is an impartial confidential service.

They provide information, advice and support for

- Parent's and carer's of children with special educational needs
- Children and young people up to the age of 25 years

They specialise in education matters but can support with social care and health issues by signposting to partners like [PALS](#) and [Healthwatch](#) (for health) and to voluntary organisations who have expertise with a wide range of services.

There are two different strands of support available from SEND Information, Advice and Support Service;

- Information, Advice and Support for Education and
- Independent Supporters

### **SEND Information, Advice and Support for Education**

The team will have an initial conversation with anyone who calls the service and the support will come from a volunteer known as a **Specialist Special Educational Need and Disabilities Supporter**.

Parents can have their concerns listened to, Special Educational Needs policies and procedures explained to them and be offered practical support to help them in their discussions with schools, the Local Education Authority and other statutory agencies.

For more information, the team can be contacted on 0191 211 6255, [sendiassadmin@newcastle.gov.uk](mailto:sendiassadmin@newcastle.gov.uk)  
<https://www.newcastlesendiass.co.uk/>

### **The National Autistic Society**

Web: [www.autism.org.uk](http://www.autism.org.uk)

## **Glossary of Terms**

<b>Term</b>	<b>Explanation</b>
ARP	Additionally Resourced Provision
Autism	Social Communication and Interaction difficulties
CYPS	Children's and Young Peoples Service (Previously known as CAMHS)
DLD	Developmental Language Disorder
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
FSW	Family Support Worker
HI	Hearing Impaired
ICT	Information Communication Technology
Key Stage 1	Pupils in Years 1 and 2 (aged 5-7yrs) in Primary School
Key Stage 2	Pupils in Years 3 to 6 (aged 7-11yrs) in Primary School
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
MLD	Moderate Learning Difficulty
PECS	Picture Exchange Communication System
SEMH	Social, Emotional and Mental Health
SEN ASAP	SEN Advice and Support Allocation Panel
SEN Support	The support given to pupils in school with additional needs on the SEN register
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SLCN	Speech Language Communication Needs
SpLD	Specific Learning Difficulties e.g. Dyslexia, Dyscalculia
VI	Visually Impaired

This information was amended (19<sup>th</sup> December 2024)

Ali Thompson

SENCO

To be reviewed December 2025