



# Special Educational Needs Information

## November 2023

St John's Primary School provides a happy and caring atmosphere in which your child will learn and develop to their full potential. We provide a welcoming and safe school, so that we can establish a relationship between home and school, based on trust and shared knowledge.

Our school aims to provide a stimulating, caring environment in which children will be encouraged to develop in every way. All members of the school community, both adults and children, are encouraged to value, respect and care for each other. We welcome the involvement of the whole community, especially parents and carers, as we recognise that the child's life in school is closely linked to family life. We aim to provide the very best education matched to the needs of each child. The arrangements for admission of children with special educational needs is included in the school admissions policy.

We ensure that all children are supported personally, socially, emotionally and academically regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We recognise and value the need for a full range of educational and pastoral support. We have an experienced Inclusion Manager/ Special Educational Needs and Disabilities Co-ordinator (SENDCO) and a Deputy SENDCO. We work closely with our experienced Parent Support Advisor and Attendance Officer and various professionals from outside agencies including SEN Caseworkers, Paediatric Speech and Language Therapists, SEND Outreach Service, SEND Outreach Service Communication and Interaction Team, SEND Outreach Service Speech and Language Difficulties Team, Occupational Therapy (OT), CYPS Children and Young People's Service, Visually Impaired Team, Hearing Impaired Team, Community Paediatrics, School Nurse and Health Visitors. We employ a Kalmer Counsellor and a Link Worker from Zone West to support children with emotional or mental health difficulties, relationships, bereavements and self-esteem issues.

### **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 our SENDCO/Inclusion Manager:

Mrs Gillian Howden, by email [gillian.howden@stjohns.newcastle.sch.uk](mailto:gillian.howden@stjohns.newcastle.sch.uk) or phone 0191 273 5293

Deputy SENDCO:

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

This document is intended to provide parents, carers and families with information regarding the ways in which we support all our pupils, particularly pupils identified with a special educational need or disability.

St John's Primary School operates its SEND provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures. To access more information in relation to this view

[Getting Started with the Newcastle Local Offer | Newcastle Support Directory](#)

**For all children at St John's Primary School with an additional need:**

- We deliver high quality 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
- Pupils on the SEN register have an SEN Support Plan. Pupils are given appropriate targets which are reviewed every term with the class teacher and the parents/carers as part of the SEN Support Plan Review Cycle. Targets from outside agencies are included and reviewed at the same time.
- Children are referred to appropriate outside agencies, for support and advice: SEND Outreach Service (SENDOS), Community Paediatrics, CYPS (Children and Young People's Service), Paediatric Speech and Language Therapy SALT, SEN ASAP Advice and Support Allocation Panel, OT Occupational Therapy, VI Visual Impairment Team, HI Team Hearing Impaired Team, SPA Single Point of Access, Health Visitors and School Nurse to ensure barriers to success are fully identified. The Inclusion Manager/SENDSCO and Deputy SENDSCO complete referral forms with Class Teachers. Referrals forms are emailed to appropriate agencies and uploaded onto CPOMS by the Inclusion Manager/SENDSCO and Deputy SENDSCO
- We provide a full time Learning Support Assistant (LSA) in every class. They sometimes work with SEN children but also support other children so that the teacher has more opportunities to work with the SEN children.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
- We ensure that our school activities and trips are accessible to all children including our SEND children.
- All staff have completed and continued to receive, on-going training in relation to meeting pupils' needs in the classroom.
- We have an experienced Inclusion Manager/SENDSCO (Special Educational Needs and Disabilities Coordinator) and a Deputy SENDSCO
- We have an experienced PSA (Parent Support Advisor) 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 parents and carers to meet the needs of individual pupils.

**For pupils with a higher level of additional need including those with an Education Health and Care Plan (EHCP)**

- We support the pupil to work on their individual targets.
- We review the child's SEN Support Plan termly
- We review the EHCP every year
- We liaise closely with outside agencies involved with the child
- We gather the pupils' views which form part of the EHCP
- We support parents/carers with understanding their child's needs and difficulties and the impact this has on families
- We support access to the curriculum.
- We provide regular and ongoing pastoral support.
- We deliver specific targeted interventions recommended by outside agencies.

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>• DLD Developmental Language Disorder</li> <li>• Autism - Social communication difficulties</li> <li>• Speech sound difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• We liaise closely with Community Paediatric Speech and Language Therapists (SALT)</li> <li>• We liaise closely with the SEND Outreach Service, Developmental Language Disorder Team</li> <li>• We liaise closely with SEND Outreach Service Communication and Interaction Team and Speech and Language Therapy Team</li> <li>• LSA's deliver SALT intervention programmes provided by SALT</li> <li>• We provide 'Sound Awareness' video sessions via Teams, delivered by a SALT and delivered in school supported by the Class Teacher or Class LSA</li> <li>• The LSAs deliver Box Time sessions, Movement and Sensory sessions and 1:1 sessions to work on specific targets with children across the school. The LSAs liaise with the Inclusion Manager/SENDSCO and Deputy SENDSCO and staff from the SEND Outreach Service Communication and Interaction Team and SALT to discuss children's progress, targets and next steps.</li> <li>• We have LSAs in the Early Years Unit who are trained in Makaton and Picture Exchange Communication System (PECS)</li> <li>• We have employed an Occupational Therapist (OT) to work half a day in school, every Tuesday morning. The OT will assess pupils sensory processing needs, provide reports and intervention programmes and liaise with the Inclusion Manager, staff and parents</li> <li>• We use visual supports including visual timetables to support children to understand what will happen and when</li> <li>• We have a sensory tent to provide a quiet, calm, distraction free area to allow children to calm and regulate themselves</li> <li>• We have a selection of sensory toys, objects, sensory tent, therapy putty, ear defenders, play dough, quiet distraction free areas as strategies to calm and refocus children when they become overwhelmed or over stimulated</li> <li>• We use 'First' and 'Then' boards and 'Choice' boards</li> <li>• We use 'Box Time' to support children with Autism</li> <li>• We use 'Special Time' to support children with communication difficulties who are not diagnosed with Autism</li> <li>• Staff use visual prompt cards to support children with communication difficulties</li> <li>• Makaton is used where appropriate</li> <li>• We use social stories to help children learn how to approach and deal with different social situations</li> <li>• We use technology where possible to reduce barriers to learning</li> <li>• We can offer support and supervision at unstructured times of the day e.g. break time and lunchtime where appropriate</li> <li>• We spend time with children helping them to identify situations that cause anxiety and finding ways to relieve this</li> <li>• We can provide specific one to one support when required</li> </ul>

	<ul style="list-style-type: none"> <li>• We use strategies and programmes to support speech and language development in partnership with the relevant agencies including Speech and Language Therapy Service, SEND Outreach Service SALT ASD Team and Communication and Interaction Team</li> <li>• We provide opportunity to communicate in various ways e.g. Makaton, visuals, objects of reference, gestures</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> <li>• Anxiety</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, Inclusion Manager/SENDCO and Deputy SENDCO, PSA (Parent Support Advisor), Attendance Officer, Kalmer Councillor, Zone West Link Worker</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>• 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 e.g. CYPS, School Health, Community Paediatrics, Kalmer Counselling, Link Worker from Zone West, Single Point of Access (SPA)</li> <li>• Small group or one-to-one targeted programmes are delivered to pupils to improve social skills and emotional resilience e.g. 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>• Zone West link worker providing small group and 1:1 interventions with identified children</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> <li>• Delayed development</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies to promote and develop reading, writing, spelling and mathematical 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> <li>• Some children follow the Read Write Inc, Fresh Start programme to develop their reading skills in upper KS2</li> <li>• Small group or one-to-one intervention programmes are delivered to improve skills in reading, writing and maths.</li> <li>• We use resources to promote multi-sensory, practical and independent learning</li> <li>• Use of technology where possible to reduce barriers to learning e.g. Seesaw, iPads</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> </ul>

	<ul style="list-style-type: none"> <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>• We refer children to the ASAP Advice and Support Allocation Panel to assess cognitive functioning including strengths and weaknesses. A detailed referral form is completed with a detailed SEN Support Plan and the ASAP Panel decide the next steps. If the referral is successful the Cognition and Learning Teacher will assess pupils in school and provide strategies and support</li> <li>• We refer children to the ASAP Advice and Support Allocation Panel to assess for Dyslexia and Dyspraxia. A detailed referral form is completed with a detailed SEN Support Plan and the ASAP decide the next steps. If the referral is successful the Specific Learning Difficulties Teacher will assess pupils in school and provide strategies and support</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</li> <li>• Physical Disabilities</li> <li>• Medical Needs</li> <li>• Movement coordination difficulties</li> <li>• Sensory processing difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Staff work with specialists including 'The Hearing Impairment Service' or the 'Visually Impaired Team' to seek advice and guidance on meeting the needs of individual pupils</li> <li>• Staff work with specialist medical staff from outside agencies who deliver relevant training and professional development to ensure children with significant medical needs are provided for</li> <li>• We have employed an OT to work half a day in school, Tuesday mornings. The OT will assess pupils fine and gross motor skills, provide reports and intervention programmes and liaise with the Inclusion Manager, staff and parents/carers</li> <li>• We use physical aids or resources where necessary or where advised by OT 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.</li> <li>• 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>• The children 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 the school's Inclusion Manager/SENDCO and Deputy SENDCO. 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)
EAL	English as an Additional Language
ICT	Information Communication Technology
Key Stage 2	Pupils in Years 3 to 6 (aged 7-11yrs) in Primary School
Key Stage 1	Pupils in Years 1 and 2 (aged 5-7yrs) in Primary School
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
PECS	Picture Exchange Communication System
PSA	Parent Support Advisor
SEND	Special Educational Needs and Disabilities
SEN Support	The support given to pupils in school with additional needs on the SEN register
EHCP	Education, Health and Care Plan
SENDSCO	Special Educational Needs and Disabilities Coordinator
SLCN	Speech Language Communication Needs
SpLD	Specific Learning Difficulties e.g. Dyslexia, Dyscalculia
MLD	Moderate Learning Difficulty
SEMH	Social, Emotional and Mental Health
HI	Hearing Impaired
VI	Visually Impaired
DLD	Developmental Language Disorder
SEN ASAP	SEN Advice and Support Allocation Panel

This information was amended 27<sup>th</sup> November 2023

Mrs Gillian Howden

Inclusion Manager/SENDSCO

To be reviewed November 2024