

Mexborough St John the Baptist C of E Primary School

Brief description of the school

St John the Baptist C of E Primary School is a Local Authority Maintained school currently seeking academy status with 191 children on roll between the ages of 4 and 11 years.

Our staff is highly dedicated and qualified to care and educate the children in our school and support their individual needs. This provides a happy and safe environment for children to learn and develop academically and socially. This environment promotes a sense of community but also promotes individuality, equality and support for all children.

Parents and Carers are welcomed in to our school, which has a positive and friendly environment, throughout the year for various occasions in order to promote positive, trustworthy and long-lasting partnerships. By working in partnership with parents, we feel we are better able to meet the needs of each pupil. Parents are also encouraged to help within school, support on class trips and become involved with our Friends of School.

We have 7 classes from the age of 4 to 11 years. Each classroom is organised to best suit the children within it. Displays are used to develop understanding of learning, promote independent learning and encourage positive attitudes.

How we identify if your child may need additional help and/or has special educational needs (SEN)

Children learn at different rates. Many pupils, at some time during their school life, will experience difficulties which may impact upon their rate of learning; these may be long or short term. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from high quality teaching. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age

Our aim at St John the Baptist C of E Primary School is to quickly identify SEND and assess the provision needed for each child to achieve his or her best. If you feel that your child may have SEND then you should ask to speak to your child's class teacher. If we identify this then we will discuss his/her needs with the child and you, the parent. This is the beginning of a graduated response.

Some SEND pupils may need extra support to achieve their learning potential.

How we involve parents and carers in meeting the needs of their child and in whole school developments

The class teacher may write an SEN Support Plan (SP) alongside parents and are sent home for parents to support their child with. These are reviewed three times a year with the class teacher, child and parent (the SENCO may also be present if appropriate). In some cases it may be appropriate for Education Psychologists or other agencies to attend. This will be done so with the consent of the parent.

How we will involve your child in the planning and review of their support

Our Support Plans are also created alongside your child, setting outcomes that are achievable over a short period of time as well as recording aspirational goals for long term outcomes. The child will also be present at review meetings that are held three times a year.

In addition to this, children are given time to discuss their own views either as part of their role in the Support Plan or in the form of a one-page profile.

How we match the curriculum, teaching and learning approaches if your child has SEN

Staff class teams know the individual needs of all children in their classes and work is adapted through differentiated planning. All staff has access to training, advice and resources to support this. Children with SEND will be supported, where appropriate, by teaching assistants and may work in small groups or individually. Where possible, children will be integrated with the whole class for most of the day as we feel this is the most inclusive practice.

Classrooms are supportive, stimulating and well-resourced to provide opportunities for learning. Adaptations are made to the environments as appropriate to the needs of the child.

How we provide additional support if your child has learning needs

Some children may need something which is 'additional to and different from' that which is normally provided for all children. Parents will be kept informed of the additional support that their child is receiving. This could mean that the class teacher may be using different strategies to help the child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. Class teachers plan for interventions which are taught by themselves and classroom assistants at specific times during the day. These will be carefully targeted to address the child's needs and his/her progress will be closely monitored and evaluated.

We will provide some suggestions as to how parents can best support their child's learning at home. The important thing is give lots of praise and encouragement and to try and make the learning fun. Parents will be kept informed of their progress through regular meetings.

Interventions

Class teachers plan for interventions which are taught by themselves and classroom assistants at specific times during the day. In addition children are identified by the class teachers, SENCO and the Senior Leadership Team and interventions are timetabled and taught by specifically trained members of staff.

LITERACY

Phonics Programme - All children in Foundation Stage and Key Stage One have a daily phonics programme which is differentiated to the ability of the children. Phonic catch up sessions are additional to these for KS1 and KS2 children, as appropriate
Daily readers – Children will be identified for daily reading sessions with members of staff.

We also use the following intervention programmes – Digismart, PAT and Precision Training. Further interventions may also be set up within the classroom by the class teacher based on individual needs.

NUMERACY

Children in Year 6 are supported by an additional teacher on 2 mornings each

week.

We use the following intervention programmes – First Class @ Number
Further interventions may also be set up within the classroom by the class teacher based on individual needs.

How we provide additional support if your child has social and communication needs

Class teachers ensure they plan for language development through specific activities, such as role-play, drama and paired work to encourage speaking and listening. Teacher and support staff also use modeling to promote positive and high quality speech and language.

Where children have specific speech and language difficulties staff work in partnership with Speech and Language Therapists to plan and deliver support.

Advice is sought from the The Ethnic Minority and Traveller Advice Service (EMTAS) through the Local Authority for support with children who have English as an Additional Language.

How we provide additional support if your child has physical, sensory and/or medical needs

Physical Needs

Physiotherapists/Occupational Therapists provide advice and support for children and training for staff; Support staff deliver planned programmes. Some children may require further support in this area. In these cases sessions will be arranged for Occupational Therapists to work in school over a period of several weeks.

Provision of equipment is available where necessary.

Medical Needs

School has close links with the school nurse who carries out checks with children and provides advice and support to staff. She assists in writing Health and Care plans for children.

All staff in school are first aid trained;

We administer medicines to children as directed by parents/carers once paperwork is completed. Medicines are stored safely in the school office. Where possible (Usually Y6 children), Support plans and EHCP are put in place to help children become independent in administering their own medication e.g. Insulin pen.

How we provide help to support your child's emotional health and well being

We have an open door policy where parents are always welcome to make an appointment with the class teacher, Head of School/Executive Head or SENCO.

We ensure good transition is in place from our feeder Nurseries into our F2 class; between classes in school and with Secondary schools. Where appropriate, additional transition is put in place and transitional meetings between staff are held to aid in consistent support throughout transition.

Parents, children and staff meet regularly at Parents Days to share children's progress academically and socially.

KS2 'Playground buddies' support KS1 children at playtimes.

All staff and volunteers follow our Behaviour Policy and Guidelines which supports and celebrates positive behaviour in school; a sanction system is in place to

address unacceptable behaviour. School works closely with parents where necessary.

All teachers hold regular circle times with their classes as we recognise social and emotional development is crucial to all children. 'Circle of Friends' is used in school by trained staff to promote positive friendships.

Advice and support from external agencies, such as Bentley Pupil Learning Centre or Educational Psychologist, will be sought where necessary.

How we promote developing independence

At St John the Baptist C of E Primary School, classroom routines and expectations are set, with the children, at the beginning of the year so that children can become familiar with the school day. This structure also helps children to become independent in preparing themselves for each lesson. Class jobs are also used to promote children's feelings of independence and responsibility.

During lessons, differentiation, challenge, praise and rewards are used to encourage children to be productive learners. Lessons are planned around the needs of the class and at an appropriate level for each pupil but also provide opportunity for children to develop their level of challenge once they feel confident to do so.

Responsive marking is used within lessons to provide swift feedback to all children. Children are expected to make responses to teacher feedback to open a dialogue of understanding. Through responsive making, children are encouraged to edit work and use feedback to identify their own next steps in development and apply them when appropriate.

How we measure and review your child's progress against their targets and longer term outcomes

At the completion of a 12 week Plan, Do, Review cycle (unless a shorter time frame is deemed more appropriate), targets are reviewed with parent and child. Progress is discussed and monitored based on the school's assessment tracking system and targets are developed, edited or removed.

If targets have been seen as being 'met' new targets may be put in place that allow the child to make further progress towards their aspirational outcomes.

Termly Pupil Progress meetings, regular book scrutiny and lesson observations are carried out to monitor quality first teaching.

Targets are also measured and reviewed through regular and consistent verbal feedback and developmental marking.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

An annually reviewed accessibility Plan is in place throughout the school as well as Support Plans that take in to account children's medical needs, as well as any hearing and visual impairments.

To allow all children to access their learning, visual timetables, adapting writing equipment and visual prompts can be found in all classrooms. In some cases, additional resources such as coloured overlays and 1:1 spaces are available.

How we include children with SEND in the life of our school

- Ensure visits are suitable for all children to access learning with 1:1 support in place where appropriate.
- Visitors to school are invited to enhance learning such as (Fire of London?)
- All children are welcome to stand for school council
- Annually reviewed accessibility plan is implemented
- All children are welcome to take part in whole school performances

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

- regular staff training through specific CPD where appropriate
- teaching assistants take part in school training days
- regular staff meetings for staff CPD
- all staff work with professionals and other agencies where appropriate

External support and expertise we can call upon to help us to meet children's needs

The school works with a number of external agencies to seek advice and support to ensure the needs of all children are fully understood and met. This is known as a multiagency approach and is an effective way of ensuring the correct help reaches children as quickly as possible.

External agencies include Speech and Language Therapists; Educational Psychologist; Pupil Learning Centre; School Nurse; CAMHS (Child and Adolescent Mental Health Team); Early help Hub; Children's Centre

How we prepare children to join our school

Nursey-FS2 Transition

During the summer term, staff from the foundation stage here at St Johns meet with the staff at the privately owned nursery (Daisy Chain) for transition meetings. SENCOs attend these meetings but additional, child specific, meetings are arranged where necessary.

During the last half term, nursery children join FS2 once a week for story time and to experience the different learning areas to familiarise themselves with the new setting and routine. There is also a singing concert.

Staff from FS2 carry out home visits with nursery children to introduce themselves to parents, discuss routines and expectation as well as answering any questions the parents may have.

At the start of the year, staff hold starter meetings with parents in addition to phonic and reading meetings. This time with parents is important to build trust and establish new partnerships.

FS2-KS1/ KS1-KS2 Transition

In the last few weeks of summer term, children from FS2 enjoy their playtimes on the KS1 play area and KS1 join KS2 on their playground. This is to help them adjust to the new routines and families themselves with the new area, rules and expectation. One morning is set aside to allow for transition to new classrooms.

During this morning, children spend time with their new teacher and support staff and are introduced to their September topic. They complete work on the new topic so that it can be displayed, ready to welcome them on the first day back in their new classroom.

How we prepare children to move on from our school

For children leaving school to attend secondary education, transition meetings are arranged with all schools involved. During these meetings, appropriate information is passed on to the secondary school along with any necessary documentation. In some cases, meetings are arranged with the secondary SENCO and the child's parents/carer in order to review outcomes and establish how needs will continue to be met once the child has transitioned.

In all cases of SEND, the SENCO will contact each school to arrange meetings with the secondary SENCO to make sure appropriate provision is in place. This takes place before the end of the school year so that the provisions can also be in place for the summer transition days.

Secondary staff are also encouraged to come in to school to meet the children and answer any questions that they may have.

Support plans are reviewed with parents before the end of year 6 and discussed with secondary staff to give an up-to-date view of the child's needs.

On some occasions, additional days are provided for children who made need additional time to familiarise themselves with their new school or to become involved in nurture groups.

How we deploy our resources to meet the needs of children with SEND

Deployment of staff is determined by the SLT based on the needs of individuals within each class. This is constantly reviewed during pupil progress meetings, when children leave/start school and based on regular conversation with SENCO and teaching staff.

Each class also provides a provision map that maps the needs for the children in their class and highlights necessary resources to meet those needs. Costings are provided so that SLT are able to deploy staff and resources appropriately

Contacts for more information

Head of School/ Principal: Mrs S. Wray

Executive Head: Mrs S. Aston

SENCO: Ms S. Sheldon (covering for Mrs L. Saltis)

Chair of Governing Body: Mrs C. Wise

Address: Mexborough St John the Baptist C of E Primary School

Telephone: 01709 582619

Email: admin@stjohns.doncaster.sch.uk

Website: www.stjohns.doncaster.sch.uk

SEND Policies and SEN Information Report link(s): Please see our website.