**What does St John's Primary do to support children and families to find success?**

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| **School Name:** | **St John's Church of England Primary School** |
| **Name and contact details of your school's SENCO** | **Mrs Megan Hudd**<br>**0117 986 3824**<br>senco@stjohnsprimaryschool.org.uk |

**We want to ensure that we keep your information up to date. To help us to do this, we have provided the name and contact details of the person/ role responsible for maintaining details of the Local Offer for your school**

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| **Name of Person/ Job Title** | **Mrs Megan Hudd - SENCO/ Inclusion Lead** |
| **Contact details** | **0117 986 3824**<br>mailto:senco@stjohnsprimaryschool.org.uk |

| **Teaching and Learning** | |
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| 1. What additional support can be provided in the classroom? | A Teaching Assistant (TA) is a member of staff who works under the direction of a class teacher. In our school TA's are responsible for supporting the learning of small groups, 1:1 and delivering pre-teach and interventions to targeted groups or pupils. If additional funding is allocated from SEND to a child through an Education Health and Care Plan, we will use this funding to provide additional support to the pupil: this may be provision of an additional person at key times or a specific resource. If we think your child needs additional support from a TA on a regular basis, we will tell you. If your child had TA support in another school or setting, please let us know. We have a team of TA's, who work in our school, including a trained Thrive practitioner. Mrs Yeoman is responsible for attendance and punctuality and is often the lead professional for TAF meetings and parental engagement, and is the deputy |

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| | safeguarding lead alongside Mrs Bruton. Mrs Bamfield is the Designated Safeguarding Lead for the school. |
| 2. What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include external agencies and equipment/facilities) | We access external agencies to support special educational needs including Educational Psychologists, Occupational Therapy (OT), Community Paediatrics, CAMHS, Mental Health Support Team and Speech & Language Therapy (SALT). In EYFS we make observations of children's learning which enable us to move learning forward in a way which is appropriate to each child's stage in their development.<br>We record observations using the online assessment tool Seesaw which captures these precious and valuable moments and allows the adults to link these to the stages of development. Parents and carers are able to access Seesaw at home to respond to learning that has been put on there and also to document home experiences.<br>We use Widget to support our learners to be independent through the use of images to help anyone with understanding or reading.<br>For children who display signs of dyslexia, we ensure children are identified early through the phonics check in Year 1. We provide an inclusive environment where by displays, presentations and work are all in dyslexia friendly font and colours. Where possible we aim to teach in a multisensory approach. We run interventions for those who need it such as Beat Dyslexia and Nessy. Children are then screened for visual stress and this helps them to have the right coloured overlay. We provide overlays, reading rulers and dyslexia friendly chapter reading books.<br>We are working towards obtaining the Dyslexia Friendly Quality Award by the end of the year. |

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| **3. Staff specialises/ expertise around SEND or disability** | We have a wealth of experience around SEND or disability including:<br>• Leadership from a SENCO<br>• Teaching a broad spectrum of needs across KS1 and KS2<br>• Teaching in mainstream and special schools<br>• Prior experience working for the Specialist Autism Support Service<br>• Attachment Awareness<br>• Positive Handling<br>• All staff are Read, Write Inc trained<br>• All staff are trained in White Rose Maths<br>• All staff receive on-going CPD on SEN or disability<br><br>Working in Partnership with the other Futura Trust Schools, we also have access to a number of specialist staff. |

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| **4. What ongoing support and development is in place for staff regarding support for children and young people with SEND?** | CPD training offered on:<br>Thrive<br>Trauma<br>Outdoor Learning<br>ADHD<br>ASD<br>Dyslexia<br>Behaviour and SEMH<br>Supporting EAL pupils in/out of the classroom<br>Bereavement<br>Self-Harm and Depression<br>Sensory circuits<br>Zones of regulation<br>Safeguarding<br>Wellbeing<br>CPD training is offered yearly for all staff to update on SEND procedures and current legislation |
| **5. What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?** | Access arrangements are provided where necessary. This includes readers, scribes, extra time, small classroom for pupils with SEND needs.<br>We are able to ensure all test papers are presented in a dyslexia friendly way. |
| **6. How do you share educational progress and outcomes with parents?** | Parent Review Meetings 3 x yearly<br>School reports once yearly,<br>Meetings on request,<br>Open door policy<br>Review of EHCPs annually. |
| **7. What external teaching and learning do you offer?** | We liaise with the School Nursing Team for specific needs<br>Inclusion and SEND advice service provide advice and support for target children<br>Mrs Yeoman provides pastoral support for targeted children |

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| **8. What arrangements are in place to ensure that support is maintained in "off-site provision"?** | We have strong links with local alternative provision bases and when pupils attend there on short or long term placements we have regular updates and contact. |
| **9. What work experience opportunities do you offer?** | We also provide placements for student teachers, teacher apprentices and teaching assistant apprentices. |

| **Annual Reviews** | |
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| **1. What arrangements are in place for review meetings for children with Education, Health and Care (EHC) Plans?** | Invitations sent to parents and all professionals involved, by the SENCO<br>Review meeting held at St John's Primary, translator provided if needed; virtual meetings also offered<br>Consultation with staff prior to the meeting, staff attend where possible. |
| **2. What arrangements are in place for children with other SEND Support needs?** | TAs are placed to meet the needs of the cohort and to support learning.<br>SEND and Learning Plans reviewed and updated termly on Provision Map. All children discussed by class teacher with Headteacher, SLT and where appropriate with the SENCO at termly pupil progress meetings.<br>Referrals are made to external agencies and specialist professionals where appropriate, including S&L, CAMHS, SASS, EPs |
| **Keeping Children Safe** | |
| **1. What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick ups and drop offs?** | All children are welcomed into the school buildings by a member of staff. All children in KS1 are dismissed from the classrooms, supervised by teachers, children in KS2 are dismissed from the KS2 playground by the teachers<br>There are no designated parking areas around school and we ask all parents and carers to park safely and courteously.<br>The school has a disabled parking bay. |

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| **2. What support is offered before school, during breaks, lunchtimes and after school?** | Before school support- breakfast or intervention sessions.<br>All staff support at break and lunchtimes<br>We have lunchtime supervisors who are on the playground at lunchtimes<br>After school Premier Sport Club |
| **3. How do you ensure my son/daughter stays safe outside the classroom? (e.g. PE and school trips)** | Risk assessments are completed for all trips and visits, which take place away from the school site. These are completed by the lead member of staff and checked by Mrs Bamfield for final approval.<br>We have qualified first aiders in school. |
| **4. What are the school arrangements for undertaking risk assessments?** | Ratios are adhered to for all off-site trips<br>On site risk assessments are completed as part of our health and safety policy<br>Higher risk activities are assessed by SENCO if appropriate |
| **5. Where can parents find details of policies on bullying?** | Our Anti-Bullying Policy can be downloaded from our website: Anti-bullying policy |

| Health (including Social, Emotional Health and Wellbeing) | |
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| **1. What is the school's policy on administering medication?** | All medication sent to school must have the child's name on the outside, it should clearly state the dose and time to be given, the medication dated and have the parent's written consent for the school to administer it. All new medication or change in dosage must be confirmed in writing by the parent or guardian. Pupils requiring long term medication should have a completed care plan in school that is regularly reviewed by the relevant nursing service or have emergency instructions from their GP or hospital. Medication must be administered in strict accordance with written instructions and their use properly recorded.<br>Where possible, the school will avoid administering non-prescription medicine. However, we may do so, if requested by the parent, if it will facilitate the child attending school and continuing their learning. This will usually be for a short period only, perhaps to finish a course of antibiotics or the administration of paracetamol for toothache or other pain. However, such medicines will only be administered in school where it would be detrimental to a child's health if it were not administered during the day. |
| **2. How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?** | If a pupil has a long term medical need, we ask parents and the school nursing team to brief appropriate members of staff on protocols to follow and a care plan is written in consultation with the family<br>The care plan is shared with relevant staff. |
| **3. What would the school do in the case of a medical emergency?** | In the case of a medical emergency that poses a risk to life, we would call 999 and inform the Headteacher, Mrs Bamfield immediately followed by parents and carers. |
| **4. How do you ensure that all staff are trained/ qualified to deal with a child's particular needs?** | Specialist training is sought from appropriate health professionals for all relevant staff. |

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| **5. What support is available if I am worried about my child's mental health?** | **Local services for children & young people**<br>•The school- Please talk to us about your concerns, so that we can work together to support your child<br>•Your GP- A GP can check any physical symptoms linked to your child's health and talk with you about their emotional well-being making a referral to a specialist service if necessary.<br>•The school Nurse - Parents/carers can contact the Bath and North East Somerset School Nurse Service for advice and support on a range of health issues.<br>•Child and Adolescent Mental Health Service (CAMHS) -A free NHS service that assesses and treats 0-18-year olds with emotional, behavioural or mental health difficulties.<br>The B&NES Mental Health Support Service- A free LA service that supports primary aged children experiencing anxiety, low mood, low self-esteem, behavioural difficulties and lifestyle management advice.<br><br>**Websites that offer information and advice**<br>The following organisations provide reliable information and advice to help parent/carers to support their child when experiencing emotional difficulties:<br><br><u>Young Minds: - Help for Parents</u><br>Information about all aspects of child mental health, including a Parent Helpline 0800 802 5544<br><br><u>You're Never too Young to Talk Mental Health</u><br>Leaflet for parent/carers of primary aged children<br><br><u>Childline</u><br>Lots of information and tips for children of all ages about feelings and difficult situations |

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| | Minded for Families<br>Free learning resource about mental health for parents and carers<br><br>Happy Maps<br>Lots of information about health topics including mental health, organised under different age groups i.e under 5's primary age, secondary age, young adults<br><br>Charlie Waller Trust<br>Leaflets on a range of topics to support your family's mental health Shout<br>24/7 text messaging help service for parents<br><br>Child in Mind<br>Expert led podcasts to help you understand and support mental health issues |
| **6. What support is available for parents?** | The Wellbeing College<br>Directory and database of groups, activities and courses in the B&NES community that can support adult wellbeing.<br><br>Talking Therapies<br>Accessed through G.P or self-referral for those aged 16 and above living in B&NES<br><br>MyScript- Social prescribing service<br>Available to anyone registered with a GP in B&NES. This service provides support in finding specialist services and community groups to help individuals experiencing mental health and wellbeing issues to take control of their situation.<br><br>B&NES Community Wellbeing Hub<br>Local information on a wide range of issues including physical health, wellbeing, housing and employment advice. |

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| | Bath Mind<br>Tel: 01225 316199<br><br>Samaritans. Tel: free confidential listening service 116 123<br><br>NHS Choices: moodzone.<br>Helps manage stress, anxiety, depression.<br>https://www.nhs.uk/conditions/stressanxiety-depression/improve-mental-wellbeing<br><br>CALM Campaign against living miserably<br>Information and help around mental health particularly focussing on men<br><br>**Agencies and services to support parents and carers in vulnerable situations**<br><br>LiveWell in B&NES.<br>Links to a range of services supporting physical, social and emotional needs. Includes Ofsted registered childcare, parenting support, groups, clubs and events. Signposts to organisations, services, support, activities and groups for children and young people aged 0-25 with SEND additional needs<br><br>Citizens Advice B&NES<br>Independent charity that provides free, impartial advice and information on a range of issues including housing, employment and debt. |

| Communication with Parents | |
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| **1. How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child?** | An induction pack and welcome meeting is offered to all Reception parents prior to their child starting.<br>There is a staff section on our website, names and job roles are given:<br>Our staff<br>Parents are introduced to their child's class teacher and are advised to speak to them initially regarding any concerns and thereafter the Headteacher, SENCO or Pastoral Lead.<br>At the beginning of each year a welcome meeting is held for all parents and carers to meet their child's next teacher.<br>Parents/Carers are made aware of whom to contact at each stage. See lines of communication.<br>Parents/Carers can request a meeting with staff members by contacting the school office. |
| **2. Do parents have to make an appointment to meet with staff or do you have open door policy?** | Parents/carers can leave a message for a teacher with the staff on the playground in the morning. Staff are available on the playground after school every day. However, if they wish to meet in a formal meeting, an appointment should be requested at the main office. |
| **3. How do you keep parents updated with their child's progress?** | Parents evening meetings are held three times a year<br>Informal progress meetings are arranged where necessary<br>A formal school report is sent home at the end of the academic year<br>Annual Reviews for EHCP's are held annually<br>Parents and carers are able to access Seesaw at home in Reception to respond to learning that has been put on there and to document home experiences. |
| **4. Do you offer open days?** | We offer six open afternoons a year. |
| **5. How can parents give feedback to the school?** | Parents/carers are asked to complete a questionnaire twice yearly at parent/carer evenings<br>Intermittent feedback can be written in a letter addressed to the teacher or headteacher. |

| Working Together | |
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| **1. Do you have home/ school contracts?** | No |
| **2. What opportunities do you offer for pupils to have their say?** | We have a school council. |
| **3. What opportunities are there for parents to have their say about their son/ daughter's education?** | The school offers parent evenings three times a year.<br>We have an open door policy; parents can speak to their child's class teacher before and after school. |
| **4. What opportunities are there for parents to get involved in the school or become school governors?** | When there is a vacancy for a parent governor, a letter is sent to all parents and carers and they are invited to apply as per the application process<br>We often ask for parent/carer volunteers on trips and have a parent group which run and support fundraising at the school. |
| **5. How does the Governing body involve other agencies in meeting the needs of pupils with SEN and supporting their families?** | The Governing Body has a SEND designated Governor, Jon Medlin. The SENCO provides updates to the Governing Body via a report.<br>Multi-agency reviews are used a supportive tool to encourage all agencies to have a holistic view of a child's needs |

| Transition from Primary | |
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| **1. What support does the school offer for pupils coming to the school?** | Parents are invited to visit the school with their child. This enables them to explore the building and to meet the staff and current pupils<br>Transition days are held<br>Pupils who may require additional support during the transition process are identified and offered further provision<br>Circle time transition takes place within classes |

| Extra-Curricular Activities | |
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| **1. Do you offer school holiday and/ or before and after school provision?** | At St John's, we have Breakfast Club every morning from 7.45am, run by Premier Education.<br>We also run a number of after school and holiday clubs. |
| **2. What lunchtime or after school activities do you offer? Do parents have to pay for these and how much?** | There is also a range of exciting after school clubs on offer to children. Premier Education |
| **3. How do you make sure clubs, activities and residential trips are inclusive?** | All children are invited to attend all clubs suitable for their year group; All trips, including residentials are fully inclusive. |
| **4. How do you help children and young people to make friends?** | We have a whole school ethos where everybody is treated with respect. This ethos is modelled by staff and pupils.<br>Early Years see PSED as a core scaffold for all learning. A lot of emphasis is put on developing children's social skills to prepare them for future years. |

**All our policies can be downloaded from our website.**

**Glossary of Terms used in our Local Offer-**

**Annual Review-** All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.

**ADHD/ADD-** a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form), Inattentive, but not hyperactive or impulsive or Hyperactive and impulsive, but able to pay attention.

**Assessment-** This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.

**ASD Autistic Spectrum Disorder-** A disorder characterised by difficulties in social interaction and communication, sensory processing and integration, flexible thinking, information processing and understanding.

**Code of Practice-** The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.

**CPD**- Continuing Professional Development

**Differentiation-** is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.

**Differentiated Curriculum-**A curriculum that is specially adapted to meet the special educational needs of individual children**.**

**Dyscalculia-** Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.

**Dysgraphia-** Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting and putting thoughts on paper. People with dysgraphia can have trouble organising letters, numbers and words on a line or page. This can result partly from trouble processing what the eye sees (visual-spatial difficulties) or trouble processing and making sense of what the ear hears (language processing difficulties).

**Dyslexia-** Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below

**Dyspraxia-** A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.

**EAL**- English as an Additional Language

**EHCP Education, Health and Care Plan-** The criteria and procedure for securing an EHCP for your child is detailed as part of St John's Local Offer.

**EP Educational -** Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and preschool settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.

**Exam Special Arrangements-** Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.

**Exam Special Concessions-**Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.

**Governors-**Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education. In Academy schools the governors are often called 'directors'**.**

**HI Hearing Impairment-** Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum

**Inclusion-**Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.

**IEP Individual Education Plan-** An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have and IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN

**LD Learning Difficulties-** A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.

**LA Local Authority-** Each council has an LA. The LA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In BANES, the LA is combined with the children's social services departments and is known as Children's Services. Children's Services have the same responsibilities for educational provision for children with special educational needs as LAs.

**MLD Moderate Learning Difficulties-**Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills**.**

**National Curriculum-**This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.

**National Curriculum Inclusion Statement-**A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed**.**

**OFSTED-**OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.

**Personalised Learning-** Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability **Phonics-** A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.

**Phonological Difficulties-**A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.

**PD Physical Difficulty -**There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs.There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy.

Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.

**Physiotherapists-** Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.

**SENCO Special Educational Needs Co-Ordinator-**a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.

**SEND Special Educational Needs & Disabilities-**Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age.

**Special Educational Provision-**The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.

**SpLD Specific Learning See Dyslexia, Dyscalculia and Dyspraxia above.**

**Statutory Assessment-** This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan.

**TA**- Teaching Assistant

**Transition-**Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.

**VI Visual Impairment -**Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.