

SEND Unit Provision



St John the Baptist CE VC
Primary School

St John the Baptist CE VC Primary School, is a maintained school which serves the local community. We have had additional (Enhanced) provision for children with SEND for many years and have become known for our strength in being inclusive and supporting children with additional and complex needs very well.

Our SEND Unit provision at St John's is very much part of our whole school and pupils and families will feel part of our community and whole school approach, whilst receiving the high level of provision they require.

Our motto at St John's is:

Everyone Different, Everyone Loved

We have two simple rules in our SEND Unit:

- **Be ready**
- **Be kind**



Uniform

Your child is to wear the following uniform

- Black or dark grey trousers/joggers/leggings
- Yellow polo tops
- Burgundy jumper
- Plain black shoes/trainers



PE kit—plain dark shorts (black, grey or navy) and a plain white T-shirt

Uniform, PE kit and book bags can be purchased from the school office at cost price.



Our SEND Unit provision aims to be a friendly child-centred environment, delivered by highly experienced and motivated staff who understand the needs of the children in their care.

Education is individualised to provide all children with the best opportunities for development. We offer an enriched and enhanced curriculum, and have a unique approach to learning which is built upon the best aspects of Special Education Needs Education and Early Years Education. We follow the EYFS framework / national curriculum, with a focus on the various communication and sensory needs of our children.

Our provision will have a maximum of 24 pupils. Split into classes of 8 with a teacher and two full time TAs. Within the setting we also have two HLTA and a health care assistant.

This ensures all children get the highest level of care and attention.

All children have individualised learning programmes with targets specific to their level of development. They also receive 1-to-1 input with staff members to work on their individual targets.

We work closely with external partners such as Speech and Language therapists, Physiotherapists, Occupational therapists, and Portage to set combined targets for those children who require additional input.



Curriculum Information

The Education we offer our pupils is individualised to provide all children with the best opportunities to support their-development academically, socially, emotionally and physically. We offer an enriched and enhanced curriculum, and have a unique approach to learning which is built upon the best aspects of Special Education Needs Education. We follow the EYFS framework / national curriculum, with a focus on a stage not age approach which meets the needs of our children.

We always take a child-centred approach to our learning, and have our children at the heart of everything we do. We use a small-steps approach to teaching, with a focus on what children CAN do, rather than what they can't do. This allows us to celebrate every success along the way.

All children have individualised learning programmes with targets specific to their level of development. They also receive 1-to-1 input with staff members to work on their individual targets.

All staff and children within EMS will participate in daily Thrive time which aids mental health development and communication skills.

All children also have access to a range of specialist therapies from our staff including Speech and Language Therapy, Physiotherapy and Occupational Therapy, depending on the individual needs of the child.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our curriculum to ensure it is accessible for all pupils, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have teaching assistants who are trained to deliver specific interventions.

Teaching assistants will support pupils in small groups when the class teacher identifies a need for a particular group of pupils.

Teaching assistants will support pupils on a 1:1 basis where it is deemed necessary for the child to need 1:1 assistance.

Integration

Children will access elements of mainstream depending on their areas of strength.

All integration into mainstream is planned on an individual basis and discussed with children and parents.

Our Curriculum

Our curriculum will have overarching themes, which will change each half term. The children will engage with, and learn through, these themes using one of four pathways. Each child will be assessed by our staff to determine the most appropriate pathway depending on their stage of development.

Pathway 1 – Sensory Exploration

This approach will be supported by The Sensory Curriculum (written by The Sensory Classroom) and will develop children's ability to explore and interact with their immediate environment through play.

Pathway 2 – Early Years

This will be underpinned by the principles of the Early Year's approach and incorporate the objectives from the Foundation Stage Profile, alongside Development Matters. Through the Characteristics of Effective Learning, we will develop children's active learning skills and help them to understand and respond to feedback.

Pathway 3 – Key Stage 1 National Curriculum

Children who are working at this stage will be able to access the KS1 National Curriculum objectives and engage with some subject specific lessons. These will still be taught in a method most suited to each child's needs.

Pathway 4 – Lower Key Stage 2 National Curriculum

When children have progressed from Pathway 3, they will be working in Year 3 and 4 National Curriculum objectives, using the approach outlined in Pathway 3.

Continuous Provision

The classroom environment will, where appropriate, include Continuous Provision. This is the resources and activities provided all of the time for children to access independently and interact with creatively. This actively encourages our children to learn freely and independently, without adult intervention.

What we offer

Our universal offer is what is available to all children, from all staff. We have an enhanced universal offer, for SEND Unit provision, which goes above and beyond what is usually expected within Early Years. This then progresses through to specific targeted work for groups of children, on to highly specialised programmes for individual children.

Individualised

Physiotherapy
Occupational Therapy / Future Steps
SALT Programmes
Feeding Programmes
Makaton
Intensive Interactions
Social Stories
Thrive
Portage
Resources (walking frames / standing frames / medical equipment)

Targeted

SALT
Flexible food options
Food diaries
Makaton
Massage
Team Teach
Thrive
Drawing and Talking
Key Adult Time
Lego Therapy
Therapy Dog

Sand Tray
In School Counselling
Sensory Play
Now and Next boards
Portage Sensory play
Individualised timetables
Personalised PE including Dance and Games
SEND Phonics
Precision Teaching

Universal

Staff CPD
Highly qualified staff
Low staff to child ratios
Parent courses
SALT
Accessible furniture
PECS
Yoga
Different seating to suit different requirements
Height adjustable furniture
Calm Spaces
Flexible transitions
Sensory play
Visuals

Personalised learning programmes
Sensory resources
Intimate Care facilities
Family support groups
Accessible outdoor equipment
Accessible outdoor space
Objects of reference
Teaching adapted to the way the child learns
Visual timetables
PECS
Thrive
Makaton
PACE Approach