

St John the Baptist CE (VC) Primary School



SEND Information Report
Reviewed Autumn 2024

Welcome

Welcome to St John the Baptist Church of England Voluntary Controlled Primary School.

Our school is a Church of England Primary school at the heart of our community.

We are a highly inclusive school where we value all children regardless of need.

Our motto is *'Everyone Different, Everyone Loved'*.

We are an Enhanced Mainstream School (EMS) for two different provisions for Stockton – Cognition and Learning and Physical and Medical and we are also a Pathway Development Centre (PDC) for children at risk of exclusion.

Our Shared Vision

Our school community encompasses all of our children, parents, staff, families, Governors and members of the Parish Church. Our vision sees St John's school at the heart of this community, with God at the centre of what we do with and for each other. Through our Christian ethos and worship, we will embed the Christian Values in our children, to live as Jesus taught us to.

We will encourage all in our community to value learning. We will provide opportunities for all to develop self-confidence, self-discipline and self-esteem so that they will have the courage to be open to new ideas, to try new experiences and aspire to be the best they can be.

We want all in our community to experience kindness, grow in faith and develop a 'healthy minds and bodies' lifestyle.

We will offer a creative, enriched and challenging curriculum - that develops RESPECT for themselves and others, RESILIENCE to tackle challenges and READINESS for the next stage and their aspirational futures - to meet the needs of all learners through a highly inclusive and inspirational approach.

We will encourage each other to become tolerant, forgiving and honest, promoting perseverance, confidence and respect for all people everywhere.

Above all we will ensure that everyone feels welcomed, safe and loved – that they belong.

Everyone Different, Everyone Loved

- Identifying SEND pupils
- What are the first steps school will take if SEND are identified?
- Parent / Carer's SEND concerns
- Interventions available
- Children/young people's involvement in the assessment process

[More information](#)

- Teaching and supporting children with SEND
- Person centred planning
- What access do our SEND children/young people have to facilities and extra curricular activities?
- Transition

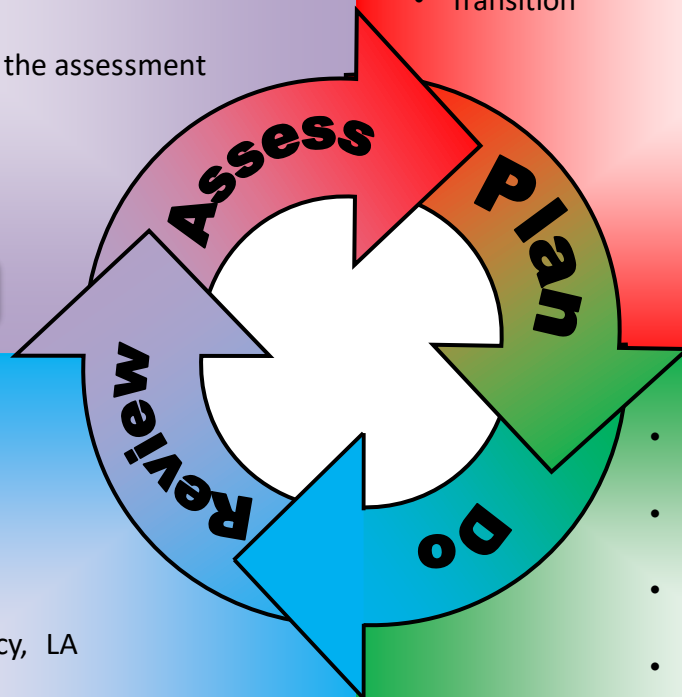
[More information](#)

- Parents and Carers
- Assessing and evaluating provision
- Additional information e.g. SEND policy, LA Local Offer

[More information](#)

- Provision at St John's
- SEND support
- EHCP
- EMS Provision
- External professionals

[More information](#)





Assessing the Needs of All Children

- All children's progress is very closely monitored by the staff who work with them.
- In Foundation Stage (Nursery and Reception), the EYFS profile is used to identify which targets children have met within the 0-5 years age range.
- From Foundation Stage to Year 6, parent/carers meetings are held twice a year.
- The class teacher will discuss any concerns they have about your child and the progress they are making.
- From year one to year six, children's reading, writing and maths is assessed using the school tracker. These results will be shared with you and help you and class teacher to see what progress your child has made.



Assessing needs

If a child is making slower than expected progress, parents/carers will always be informed of this and it may be agreed that extra help is needed to support the child's learning in school.

Children will be identified when their progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. We would first monitor pupils identified as a Cause for Concern. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



Assessing the Needs of All Children

Children are assessed and when issues are identified by either staff or parents/carers steps are quickly put in place to address these issues. This may be in the form of intervention or seeking advice from external sources such as Educational Psychologist or Speech and Language Team.

Plans are regularly assessed (termly) and further plans put in place if this is deemed necessary.

If a child is identified as having Special Educational Needs, they will be placed on the SEND register under the title of requiring 'SEND Support' or 'EHCP'.



SEND Code of Practice

- School complies with SEND Code of Practice

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10June2014.pdf

- Access Arrangements for formal assessments/examinations are made available, where appropriate. See <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements> for more details of KS2 test arrangements
- Stockton on Tees Stockton's Local Offer provides information to parents and carers of children and young people with special educational needs or disabilities, aged 0 – 25

[SEND Local Offer - Education - Stockton-on-Tees Borough Council](#)

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



This section is about the additional support our school offers children/young people with SEND.

Some children may have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities enjoyed by children of the same age. We always ensure that we follow the legal requirements of the Disability Discrimination Act to provide access for all children during activities both in and out of the classroom.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



In addition to what is provided for all children, we know that this is not always enough for some children. Sometimes children have difficulties which means they need more help and support in school.

These may include difficulties in:

Cognition and Learning - This covers how children learn.

Communication and Interaction - This covers speech, language and communication.

Social, Emotional and Mental Health Difficulties - This covers any areas related to children's wellbeing and social skills.

Sensory and/or Physical Needs - This covers any difficulties related to the senses and how children are able to move or medical conditions.

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Meeting The Needs Of All Children



At St John's we provide support for pupils with a wide range of needs through quality first teaching.

We have high aspirations for all children and use a range of teaching and learning styles to meet children's needs.

Curriculum

We provide a highly differentiated curriculum to meet the needs of all children where high-quality teaching for all children is our priority. This means that children are taught and given work which is matched to their level of ability.

Interventions

Sometimes children are given additional support through small group teaching. These are delivered by teachers and teaching assistants. Where possible these interventions will take place at a time which prevents your child from missing any quality first teaching within the classroom.

Support

Additional adult support is available in all year groups. Teaching assistants provide support for children in class and work with small groups or individuals if children need extra help.

SEND Transition



We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.



Internal Transition

- We aim to inform SEND children and parent/carers of any changes at the earliest time possible.
- Current class teachers will have handover meetings with new class teachers to provide an overview of your child's needs and share relevant reports, SEND plans and EHCP documentation.
- In the Summer Term your child will have the opportunity to meet with their new class teacher and teaching assistants, in their new classroom.
- All children who require one, will be sent a transition booklet, which provides your child information about their class teacher, teaching assistants and classroom environment.
- All SEND Review meetings in Summer 2 will be attended by new and current class teacher to allow for an effective handover of information.



External Transition

- If your child is moving to another school:
- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We will arrange enhanced transition for those pupils who require a greater level of support.



Secondary Transition

- Local secondary schools hold open evenings for parents/carers to attend in order to support the decision making process about which school is the right choice for your child.
- School's are allocated by the Local Authority and transition arrangements are made.
- Transition opportunities for children transferring to their Secondary School are arranged by secondary school staff. Dates are shared in the summer term.
- Details of the pupil's needs are passed on to the new SENDCO, along with details of what support has been in place at our school to help them, and any reports from external agencies.
- Some children will require a more detailed and individual transition package/arrangements depending upon their need and to ensure as smooth a transition as possible.

Transition for Children with an EHCP



- Work on the transition of your son/daughter on to their next provision begins as early as Year 5. This introduction usually takes place during the Year 5 Annual Review or SEND meeting.
- Parents/carers are encouraged to make contact with the preferred secondary school to attend an open day or to plan a specific visit.
- During the Year 6 Education, Health and Care Plan, Annual Review your son/daughter will be provided with a transition action plan, enabling us to provide the relevant information to the new setting.
- Enhanced transition will take place in the Summer term to allow your child to familiarise themselves with the new adults and settings they will be working in.

Quality First Teaching

Quality first teaching and high expectations are embedded across school.

Experienced TAs are employed specifically to deliver high quality interventions

- School has high levels of staffing to help secure access for all to activities such as trips and visits or enrichment activities.
- Specific training is sought out to ensure that needs of children new to school with specific difficulties are met.
- Further advice and support for parents of children with disabilities can be accessed from School's Website –

[SEND | St John the Baptist Primary School](#)



Inclusive education

We are fully committed to inclusive education. Having a Special Educational Need or Disability does not need to be a barrier to attending a mainstream school. With the correct support and resources we believe that most children can meet their potential in a mainstream environment. We are always learning and developing our skills and expertise as a team to continue to welcome children with difficulties into our school. The enhanced provisions are an integral part of our mainstream school with all staff involved in the progress of ALL children in our school.



Enhanced Mainstream School (EMS)

Cognition and Learning

Most children within this EMS will remain within the specialist teaching hub for English and Maths. They will join mainstream peers for worship, playtime and lunchtimes. Where appropriate, the pupils will join mainstream classes for the afternoon sessions when theme is usually taught. They will be supported in mainstream by specialist staff.

Entry Criteria

Places in the EMS class are ONLY allocated through the Local Authority.

Having a place in school, does NOT mean a place in the EMS.

Entry Criteria (through the Local Authority One Point Panel)

- Cognition and Learning is their primary need
- Has a substantial level of learning difficulty.
- Developmentally they are performing at or below the 2nd centile
- Their audit band for Cognition and Learning is 4 or 5 from the Stockton Borough Council (SBC) provision guidance.

Once a child is allocated a place in the EMS, a period of transition will begin, where the teacher will visit the child in their own setting.

The child will then visit our school and meetings with parents and school staff (teacher, SENDCO etc) will be set up.



Enhanced Mainstream School: Sensory and Physical

Most children within this EMS will be taught alongside their mainstream peers. Depending on individual need, support and resources will be put in place to meet the child's needs. A medical plan will be put in place to ensure any adaptations, medical requirements, personal care and day to day needs are known to staff.

Entry Criteria

Places in the EMS are ONLY allocated through the Local Authority.

Entry Criteria (through the Local Authority One Point Panel)

- Sensory or physical is their primary need
- Their audit band for sensory and/or physical is 4 or 5 from the SBC
- provision guidance
- There is evidence of significant physical/medical need from a medical professional
- A medical/personal care plan is in place with significant adaptations from the home /school

Once a child is allocated a place in the EMS, a period of transition will begin, where the teacher will visit the child in their own setting.

The child will then visit our school and meetings with parents and school staff (teacher, SENCO etc) will be set up.



Specialist provision at St John's

We have provision for 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.

Our specialist provision is 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.

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.



Co-production - Parents and Carers as Partners

The only way to make a difference is to get involved

We acknowledge that parents are the children's first teachers and hold invaluable knowledge and skills.

We aim to work in close partnership with parents.

<https://stocktonparentcarerforum.co.uk/>

The logo for the Stockton Parent Carer Forum. The word "STOCKTON" is written in large, bold, sans-serif capital letters. Each letter is composed of two overlapping shapes: a red one and a green one, creating a colorful, segmented effect. Below "STOCKTON", the words "PARENT CARER FORUM" are written in a smaller, black, sans-serif font, with "PARENT" and "FORUM" in black and "CARER" in red.

STOCKTON
PARENT CARER FORUM



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Reviewing Your Child's Progress

All children throughout the school are given targets to work towards in reading, writing and maths.

- Children who need additional support will have individual SEND support plan. The plans will include targets related to the child's areas of need. These are always discussed with parents and agreements are made as to how the support will be used to help the child work towards their targets.
- Reviews with parents and children are held at least once a term to look at the progress children have made and to plan support for the next term. This gives you and your child an opportunity to celebrate success and discuss what the next steps are. The SEN review meetings will usually be held at the same time as Parents Evening, however the appointments will be scheduled to last at least 20 minutes.
- In addition to this, annual reviews are held for children who have Education, Health and Care plans (formerly known as Statements). These reviews will include: your child, family members, all outside agencies and professionals who are involved, with your child's needs as the central focus.



Reviewing Your Child's Progress

- Progress of the SEND children/young people is constantly reviewed with termly meetings between teaching staff, SENCo – Mrs Vicki Dixon and Headteacher – Mrs Kerry Coe.
- Parents/carers will be informed, as soon as concerns are raised. Termly reporting is held but school has an 'open door' policy and encourages parents/carers to ring or come in to school to discuss any concerns
- The views of children/young people are sought when reviewing their provision and additional support is provided at transition through enhanced transition both within school and between schools.
- Parents/carers can seek additional support from SENDIASS through the contact details below:

SEND Information, Advice and Support Officer: - Paula Allison

Opening Hours: 8.30am - 5pm Monday & Thursday, 8.30am - 4.30pm Friday

Telephone: - 01642 527158

E-mail: - SENDIASS@stockton.gov.uk

Website: - [SEND IASS](http://SENDIASS)





All children have access to:

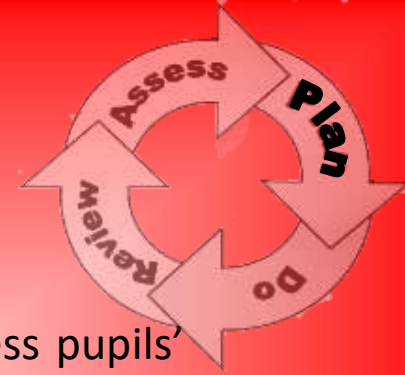
- All children have access to a broad and balanced curriculum
- The curriculum is adapted, where needed, to ensure it is accessible to all
- Quality first teaching and high aspirations are embedded across school
- Close links with parents
- Access to staff expertise
- Access to small group and/or individualised interventions
- Flexible approaches to timetable, where needed
- Modifications to lunch and/or break times arrangements with high levels of staffing
- Explicit teaching of generalising skills from one context to another using an exciting curriculum
- Careful planning of transitions
- Mentoring and/or buddy systems

The above list is by no means exhaustive.



- Communication-friendly learning environment
- A low stimulus classroom with de-stimulating learning areas/ pods
- Additional processing time
- Broken down instructions and information
- Use of Makaton/ PECS in classroom as appropriate
- Use of visual supports
- Use of sign/gesture alongside speech: Makaton and gestures.
- Follow up of speech sound activities as advised by Speech and Language Therapist
- Explicit teaching of social skills - specialist teaching focusing on both learning curriculum and social skills throughout the school day.
- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care
- Support children to make choices using objects, photos etc.
- SALT interventions include - Colourful semantics, Active Listening, Language for Thinking, Word Aware, Blank Language Model
- Use a structured approach to vocabulary learning, incorporating phonic, visual and conceptual links.
- Use topic vocabulary in practical activities
- Specialised teaching style and tasks are adapted to suit children's learning style, e.g visual support, task plans, visual timetables, use of symbols

The above list is by no means exhaustive.



- High aspirations for all children
- Curriculum adapted to meet learning needs
- Structured and multi-sensory approaches to learning.
- Further modification of level, pace, amount of teacher talk to address pupils' identified need.
- Mainstream class which provides regular opportunities for small group work
- Flexibility of groupings allows for buddy support / good role models / focused teaching.
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age, Numicon
- Interventions and phonics development programmes
- Pre-tutoring to enable the pupil to engage with learning in the classroom.
- Enhanced opportunities to use technological aids
- Use of visual reminders, timers, resources and rewards to develop independence.
- Introduce written words supported by symbols/pictures. Support memory through rehearsal, visualisation and visual reminders.
- Alternative ways to record work are offered
- Intensive and varied opportunities are provided to develop automaticity in reading and writing skills.

The above list is by no means exhaustive.

Pastoral & Inclusion Team

The team is comprised of:

Kerry Coe – Head Teacher

Kathryn Irwin – Deputy Head

Vicki Dixon – SENCO

Elise Pattinson – Assistant SENCO

Helen Conroy – Parent Support

Lisa Armstrong – Health Care Assistant

Julia Roberts – EYFS SEND and Pastoral lead



- We work together to effectively meet the personal, social (wellbeing) and academic needs of our children and families. This includes:
- Referrals to other agencies that can support families, such as; Early Help, CAMHS, Future Steps, debt counselling agencies, bereavement counselling, employment and education opportunities and the provision of Foodbank vouchers and parcels.
- A hardship fund which can help provide clothes, bedding and basic equipment for those families are facing particular hardship.
- Educating children and families on how to look after their own mental health and well-being.
- We help identify barriers to learning and attendance and can suggest practical strategies and interventions to help overcome these issues.
- A safe environment for children and adults to discuss sensitive issues or areas of concern.

**Pastoral Team members can be contacted through the main office (01642 607123)
or text Helen Conroy on 07496368035.**



- Close relationships with external expertise when required eg Educational Psychologist Service, Speech and Language Therapy
- Access to time out/individual work area
- Access to Bubble Time and regular Circle Time activities
- Mentoring
- Individualised rewards system
- Increased access to additional adults in the classroom
- High levels of support staff to ensure time is available for nurturing and emotional support
- Opportunities to develop Social Emotional Aspects of Learning
- Further advice and support for parents of children with disabilities can be accessed from Stockton Parent Carer Forum

The above list is by no means exhaustive.



- Physical aids to support access e.g. lift in school, large print books
- Access to support for personal care
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists, Visual Impairment Team
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- Further advice and support for parents of children with disabilities can be accessed from Stockton Parent Carer Forum.
- Staff training where required

The above list is by no means exhaustive.

Services Available

The school, led by the Governing body, ensures that a range of services and expertise are available for our children with SEND. These include:

- Speech and Language Therapy – The NHS provides speech and language therapists who work in school with identified students. Programmes are written, carried out and shared with class staff. Speech and Language reports accompany annual reviews.
- Occupational Therapy – The NHS provides occupational therapist when required. Programmes are written, carried out and shared with class staff.
- Educational Psychologist – Depending on the need and referral made, there is access to both the NHS psychologist as well as the Educational Psychologist that the school commissions.
- Visual and hearing impairment team

The specialist services that have not been mentioned above but are accessible to school are:-

- CAMHS -The Child and Adolescent Mental Health Service
- Health Nursing Team
- Children and Young People Services
- Family Support
- Social Services
- Parent Partnership
- LA SEN Team

The above list is by no means exhaustive.

Who Can I Contact?

Your child's class teacher is the first person to talk to about concerns about how your child is getting on in school.

We also have other staff who you can talk to

SEND Co-ordinator - Mrs Vicki Dixon, Mrs Elise Pattinson (assistant SENCO)

01642 607123 vdixon@jtbprimary.org / epattinson@jtbprimary.org

School's pastoral team – Who directly support children in school as well as providing advice and support for families. They can give contacts for organisations who can support your family and works with children and parents individually to help with issues such as behaviour, health, emotional wellbeing and attendance.

Special Educational Needs and Disability Information Advice and Support Service: (SEND IASS) (formerly Parent Partnership Service) is a free, impartial and confidential service. They provide advice, information and support on all matters relating to special educational needs and disabilities (SEND).

Stockton Parent/Carer Forum: is a group of parents & carers of children with Special Educational Needs (SEN) and disabled children who work alongside our local authority education, health service and other service providers to make sure the services they plan, commission, deliver and monitor meet the needs of children and families.

Compliments, Complaints and Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience.

We welcome you to complete parent and pupil views on the below links:

SEND pupil voice questionnaire:

<https://forms.gle/MhGj3Yu6pZXUBPUQ8>

SEND parent questionnaire:

<https://forms.gle/MfSN7cCeN8pJD8geA>

We hope that complaints about our SEND provision will be rare, however, in the event of any complaint about the support provided to our SEND children please contact the SENDCo – Mrs Vicki Dixon jbsend@jtbprimary.org or 01642 607123 in the first instance.

Further complaints can be referred to the Headteacher – Mrs Kerry Coe and to the Governing body – Chair of Governors Mrs Sue Symington
Please see the procedures in our Complaints Policy.

Policies

All of our school policies can be found on the website but the most important ones for parents/carers of children with SEND are listed below:

- SEND Policy
- Equality and accessibility Plan
- Behaviour Policy
- Medical Needs Policy
- Teaching and Learning Policy
- Complaints Policy

If you would like a paper copy (or any other format) of any of our documents on our website please speak to the school office, who will provide them to you.

If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

Useful Links



Stockton's Local offer

[Special Educational Needs and Disabilities 0-25 | Stockton Information Directory](#)

The Special Educational Needs and Disability (SEND) Information, Advice & Support Service has developed from the Parent Partnership Service.

Email: SENDIASS@stockton.gov.uk

Telephone: 01642 527158

Website: [Special Educational Needs and Disability Information Advice and Support Service | Stockton Information Directory](#)

Special Educational Needs Citizen Portal

The SEND Citizen Portal is a secure online gateway provided by Stockton Borough Council that enables parents/carers to self-register and then provide information to the Local Authority (in relation to SEN) about their child [SEND Citizen Portal | Stockton Information Directory](#)

We pride ourselves on our caring, inclusive approach towards our children and our 'open door' policy for parents so please do not hesitate to come and talk to us if you have a problem.

