



ST. JOHN'S WALHAM GREEN CE PRIMARY SCHOOL

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OUR SCHOOL OFFER

1. Who are the best people to talk to at St. John's about my child's difficulties with learning, special educational needs or disability?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- The class teacher will discuss your concerns with the school SENCO and you may then wish to arrange a further meeting with either the class teacher, SENCO or both.
- If you continue to have concerns, you can arrange to discuss these with the Headteacher.

2. What are your admissions arrangements for pupils with SEND?

If your child has an EHC Plan, admissions are through consultation as arranged by your EHCP coordinator.

If your child has a SEND but does not have an EHC Plan, September Reception admissions are arranged through the Local Authority and Nursery, Year 1 – 6 are arranged directly through the school. Any in-year admissions for all year groups are arranged directly with the school. Please see our school website for more details: <http://www.stjohnsce.lbhf.sch.uk/about/admissions.php> We welcome visits from prospective families and the SENCO is available to speak with you about any SEND prior to your application.

3. How does the school identify pupils who have SEND?

Early identification is a key priority at St. John's. All teachers, supported by the Senior Leadership Team, make termly assessments of progress for all pupils. These help identify pupils making less than the expected progress given their age. Progress is discussed with the Senior Leadership Team during termly Pupil Progress meetings and any additional support, either through scaffolding, quality first teaching or in-school intervention programmes, are decided.

Where progress continues to be less than expected, the SENCO, working alongside the class teacher, will carry out a clear analysis of the pupil's needs to help identify barriers to learning across the curriculum.

If a child is identified as having SEND, a meeting will take place between the SENCO, class teacher and parents/carers where specific measurable targets will be set in conjunction with the parents/carers, using a Personalised Learning Plan (PLP).

In some cases, where progress continues to be slow, outside specialists will be involved. These referrals will always be done with the consent of the parents/carers.



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4. What is a Personalised Learning Plan and when is it used?

A Personalised Learning Plan (PLP) is a planning, teaching and reviewing tool for all staff working with a child who has been identified as having SEND. Targets will be reviewed and shared with parents/carers three times a year. It specifies:

- What special help is being given
- How often your child will receive the help
- Who will provide the help
- What the targets for your child are (usually two or three specific short term targets)
- How and when your child's progress will be checked

Parents/carers can view their child's PLP on the Provision Map website. Parents/carers will be given log in details once a PLP has been finalised.

5. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?

Your child's class teacher may initially speak to you at the beginning or the end of a normal school day and arrange a further time to discuss the concerns.

The class teacher may also talk to you about any issues at a parent/teacher consultation meeting.

The SENCO may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

6. How can I let the school know I am concerned about my child's progress at school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should contact the SENCO or Headteacher.

If your child already has an identified special educational need, their Personalised Learning Plan (PLP) will be updated every term and you will be contacted to invite you to view it on the Provision Map website. Shortly after PLPs are updated you will be invited to meet with the SENCO to discuss your child's progress at school and their PLP. If there are questions about your child's PLP, you can contact the class teacher or SENCO at any time to discuss them.



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If your child has an Education, Health and Care plan (EHCP) you and your child will also be able to share your views at the Annual Review. In addition, you will be invited to meet with the SENCO termly. You can also contact the class teacher or SENCO at any time to discuss your child's progress.

7. How does St. John's ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

At St. John's we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.

We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.

The school is able to access training programmes from different organisations including the borough training and as well as various outreach teams based in Hammersmith and Fulham.

Individual training can also be arranged when necessary.

8. How will the curriculum and the school environment be matched to my child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.

St. John's regularly reviews its Accessibility Plan to ensure that all children have the fullest possible access to the curriculum and the school site. Any adjustments needed to ensure your child is able to access the school will be discussed and implemented where possible, in order to improve our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide or offer.

To ensure pupils with disabilities can participate in our curriculum, additional specialist advice may be sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.



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To ensure the delivery of information to pupils with disabilities is readily accessible, specific resources and strategies may be used to support your child individually and in groups.

9. What types of support may be suitable and available for my child?

This really depends upon the nature of your child's needs and difficulties with learning but our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

At St. John's we have a graduated approach to supporting a child's learning:

- Universal – this is the high quality first teaching your child will receive from her/his class teacher and may include some adaptations to match learning needs.
- Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part cycle - a) assessing your child's needs, b) planning the most effective and appropriate intervention, c) providing this intervention and d) reviewing the impact on your child's progress towards individual learning outcomes. If your child has a Personalised Learning Plan (PLP), these will be detailed here. If your child does not, the class teacher will share these details with you at the parent/teacher consultation meeting.
- Specialist – it may be necessary to seek specialist advice and undertake regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, autism outreach support or occupational therapy. The school may need to prioritise referrals to these services. For a very small number of pupils, access to these specialists may be through an EHCP (Educational Health Care Plan).

10. Who are the specialists providing services to children with SEND in this school?

Educational Psychology Service:

Educational Psychologists (EP) apply psychology to promote the learning and social and emotional development of children with additional educational needs. An EP will observe a child in class and make recommendations to help with learning. Consultation can also be offered to parents/carers who have concerns about their children's development or progress.

Speech and Language Therapy:

Assessment and provision of appropriate interventions and recommendations for children with



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speech, language and communication needs. Currently service this is only available for children with an EHCP.

Autism Outreach Service:

Queensmill School Outreach trains and supports staff in understanding autism, evaluates students and their ability to learn in specific learning environments, gives guidance in preparing for and delivering lessons to pupils with ASD and guidance in creating an appropriate physical environment within a classroom or within the school for children with ASD.

Occupational Therapy:

Assessment and planning of programmes of work to help support children and advice with physical and sensory needs.

Inclusion and Specialist Intervention Outreach Service:

Provides specialist interventions, assessment, teaching and advice for children and young people with hearing impairment, visual impairment, Autistic Spectrum Disorder and Dyslexia as well as advice for young children with significant developmental delay.

Child and Adolescent and Mental Health Services (CAMHS):

Provides support and guidance to promote children's emotional wellbeing in the community.

Cheyne Child Development Service:

Specialist assessment and healthcare therapy for children with significant developmental needs, including those who are likely to have difficulty accessing learning.

Primary Behaviour Intervention Team:

Supports children with behaviour, social and emotional difficulties.

Family Support Service:

Offers 'early help' for families. This offer includes a range of support packages depending on the issues identified.

School Nurse:

Provides a variety of services such as health education within schools, carrying out developmental screening, undertaking health interviews and administering immunisation programmes.

Social Services:

Supports families and safeguards children who may be at risk of harm.

For more information on any of these services please contact the SENCO.



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11. What is an EHC Plan and who can request one for my child?

The purpose of an EHC Plan (Educational Health Care Plan) is to make special education provision to meet the special educational needs of a child or young person. It secures improved outcomes for the child across their education, health and social care as they get older.

An EHC Plan will contain:

- The views and aspirations of you and your child.
- A full description of his/her special educational needs and any health and social care needs.
- Established outcomes for your child's progress.
- Specified provisions required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

In order to obtain an EHCP for your child, you or the school, usually the SENCO or Headteacher, can request that the local authority conduct an assessment of your child's needs. This *may* lead to an EHC Plan and is decided by the EHCP panel based in the local authority. The decision is not made by the school.

12. How is funding support allocated to children and how do they move between the different levels of support in school?

St. John's receives funding from the local authority. Local authorities allocate funding for SEN based on several factors including basic per-pupil entitlement, deprivation and prior attainment. It is from this notional SEN budget that mainstream schools will be expected to:

- Meet the needs of pupils with SEND; and
- Contribute, up to a certain level set by the local authority, towards the costs of provision for pupils with high needs.

For more specific questions on funding please contact the school.

13. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

Your child's progress is continually monitored by his/her class teacher. Formative assessment is used to include your child's views within their learning.



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Your child's progress is reviewed formally every term and an outcome given in reading, writing and maths. Where appropriate, your child will be informed of these outcomes and areas for development may be discussed.

At the end of each key stage (year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. Your child will be informed of their results.

Children on the SEND register will have Personalised Learning Plan (PLP) with targets which will be reviewed every term. Parents/carers will be able to view their child's PLP using the Provision Map website. Parents/carers may choose to share these targets with their child. Teachers, where appropriate, may share targets with your child.

The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education in attendance, such as external professionals who have been involved with your child, e.g. the Educational Psychologist or Speech and Language Therapist. Prior to the review, your child will update and complete Section A of their EHC Plan. During the review, your child is invited to contribute at an age appropriate level.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

14. What support will there be for my child's happiness and well-being at St. John's?

At St. John's we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that your child's class teacher, the learning support assistant (LSA) and the SENCO are available to provide support to match your child's needs. We have a robust PSHE curriculum.

Interventions such as a social skills group or involvement with the ELSA (Emotional Literacy Support Assistant) may be offered to your child to support their happiness and well-being.

You should also feel free to contact your child's class teacher if you have any concerns.

15. How is my child included in all the same activities as his / her peers at school?

St. John's is an inclusive school and committed to providing equal opportunities for all children.

School clubs, educational visits and residential trips are available to all children.



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When necessary the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.

You should also feel free to contact your child's class teacher or the SENCO if you have any concerns.

16. How will St. John's support my child when they are leaving or moving to another class?

We liaise closely with the school or nursery your child is transferring from/to. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.

We take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. Personalised Learning Plans and/or EHCPs are shared with all relevant staff.

St. John's makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. Please contact us for further details.

If your child has an EHC Plan, we will participate in and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

17. If I have any other questions about my child, who can I ask?

At St. John's we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following:

- The class teacher
- The SENCO, Della Freedman - senco@stjohnsce.lbhf.sch.uk
- The Headteacher, Barbara Wightwick

18. Are there any Parent/Carer support groups on offer?

Parent/carers support groups are a very helpful source of information and guidance as well as support for families. Sometimes parents/carers might feel nervous about speaking to the school and speaking to an independent person can give the confidence needed to proceed.



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- Parent Partnership Service – A useful source of information and support 020 8840 9099 wlpp@insightsesc.co.uk
- Parentsactive – A support group for parents of children with disabilities in Hammersmith and Fulham 020 8748 5168 www.parentsactive.org.uk
- Please also see the Hammersmith & Fulham Local Offer website:
<http://search3.openobjects.com/kb5/lbhf/fis/localoffer.page?localofferchannel=0>