



St John's & St Clement's C of E Primary School

Working together in the Love of God, Love of Life and Love of Learning



At St John's and St Clement's we are committed to an Inclusive approach and education for all. We strive to meet the wide array of needs that our pupils have and seek to continually reflect upon and improve our practice. Our committed team of staff work hard to ensure that all pupils access learning with the support that they need, ensuring all pupils have the opportunity to succeed and develop a love of learning.



What is SEND? At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows: 'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others the same age, or Has a disability which prevents or hinders him or her from making use of facilities of kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. Children may have an area of need or a delay in 1 or more of the following areas:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/ Physical



"Parents spoke highly of how well the school meets their children's needs."

"Leaders are fully committed to inclusion in this school."

OFSTED 2018



Cognition and Learning

High quality teaching and support by staff who are supported by our Inclusion Team. The curriculum across all year groups is broad and balanced for SEN pupils. Classwork is personally differentiated and tailored for SEN students so they can access the national curriculum. There are opportunities for children to work in smaller groups as well as 1:1 interventions with support staff.



Language and Communication

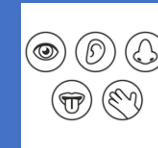
We have two speech and language therapists that base themselves at the school for 1 day per week. One of our SALTs specifically works with deaf children as part of our Hearing Impaired base. Support is delivered through 1:1 interventions for children with high needs as well as supporting some children in small groups. In each year group we have a lead SALT TA who delivers daily interventions for children in small groups. They are trained by our Speech and Language Therapists.

What support is on offer at St John's and St Clement's ?



Social, Emotional and Mental Health

There are a variety of systems put in place to support social, emotional and mental health needs. The inclusion team can refer to CAMHS as well as offer in house support with Chris Ptohides, our pastoral support lead. When needed, groups to promote social skills, friendship, conflict resolution, resilience and self care are run. External services such as The Nest are regularly invited into the school to deliver targeted and informative work around mental health and resilience across the school.



Sensory and Physical

A variety of resources are available across the school to support children's Sensory and Physical needs. These include, but are not limited to, the schools new sensory room, visual prompts, now and next boards and sensory circuits. School places through our Hearing Resource Base support deaf children using an Aural/Oral approach. Children who are a part of our Hearing Resourced base are supported by a qualified Teacher of the Deaf and highly committed support staff.





How will my child be welcomed into the school?

Transitions to St. John's and St. Clement's, can be exciting but can also raise some worries too. To help children feel welcomed:

- We arrange tours of the school for prospective new children and their families.
- Alex Burnet (SENDCO) will meet with the child and their family if appropriate; and where a child has been attending another setting, she will endeavour to arrange a transition meeting with the previous school.
- We host a 'Meet the Teachers' event for new starters in reception where parents/carers can come to find out more about their children starting school life.
- The Inclusion team can provide home resources such as social stories, transitions books, countdown calendars and photos of new teachers, to aid transition.

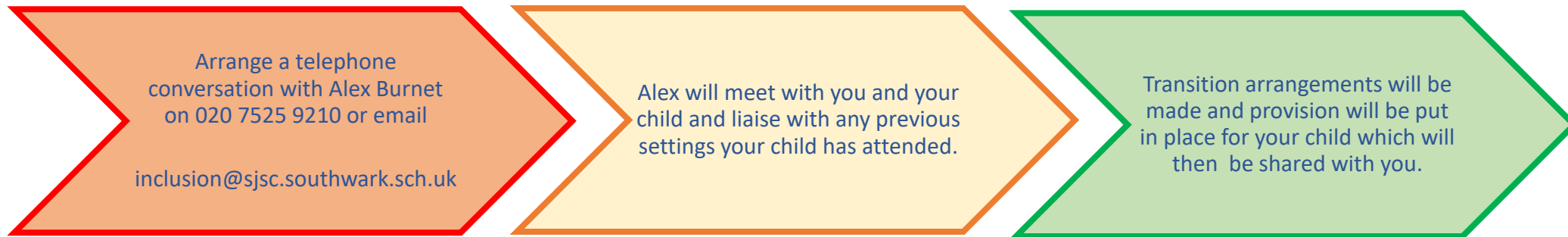
If you would like to find out more about admissions to St. John's and St. Clement's CofE Primary School, please contact the school office.



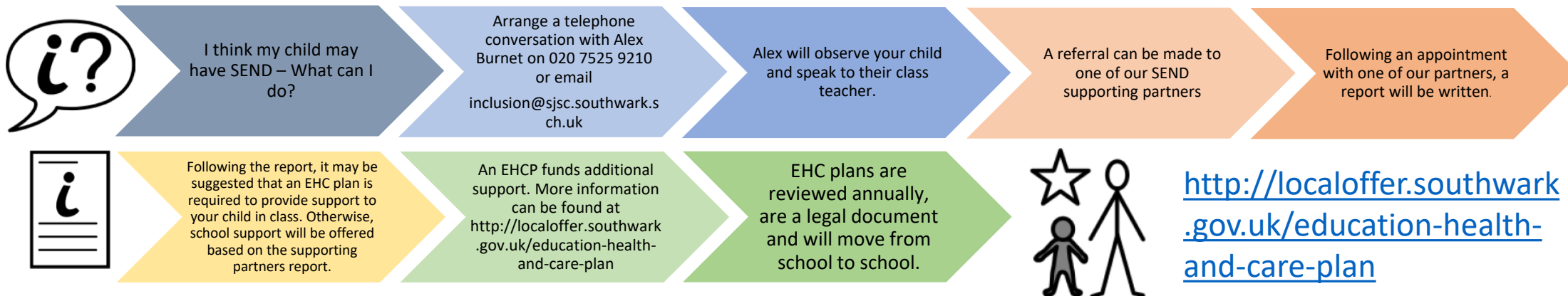
How will the school help my child manage the transition into a new class?

- A staff meeting is allocated for class teachers to share key information about the children in their class, including differentiation strategies, successful behaviour management strategies and your child's strengths and needs.
- Children will have the opportunity to spend some time in their new classroom with their new Teacher ahead of the Summer Break
- The school provides transition books for the summer break with photos of the school and key staff so parents/carers can use these with their child, where such an approach would be beneficial in helping the settling in period.

For Pupils new to the school with SEND:



For pupils already in our school where there are SEND concerns:



How do we consult parents of children with SEND and involve them in their child's education?

- Parents of children with SEND are consulted regularly by Child centred reviews ,home and school contact through phone and email. Records of Involvement are kept where agreed actions are documented.
- The Inclusion team are available at parent evenings and other events to involve parents in their children's education and learning.

How do we consult young people with SEND and involve them in their education?

Students are involved in their own learning by their attendance at person centred reviews, and being given regular pupil voice opportunities. Pupils with SEND are also offered sessions with the pastoral support lead to discuss any concerns they have and their opinions on how best we can support their needs. As with whole school life opportunities are open to all including pupils with SEND representing their classes the school council and eco council.

How do you assess and review children and young people's progress towards outcomes?

The progress of SEND students is closely monitored and assessed termly during the autumn, spring and summer terms. This is reviewed in pupil progress meetings where Senior Leadership and Teaching staff discuss the pupils in each cohort. These reviews inform our actions e.g. interventions added where students need extra support in their learning. Alex Burnet (SENDCO) is available during parent's evenings to share the data and discuss progress with the parents/carers. Annual Reviews are held for all children with an EHCP.

What is your approach to teaching children and young people with SEND?

Approaches and strategies for teaching children and young people with SEND include **high quality teaching by all staff**. The curriculum across all year groups is broad and balanced for all students. Classwork is personally differentiated and tailored for students with SEND so they can access the national curriculum. There are opportunities for students to work in smaller groups, as well as 1:1 extra support with support staff. We make the most of the Local Offer through Southwark to obtain specialist support.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

Classwork is differentiated for children with SEND in order for them to access the curriculum. Examples of this include the use of visual aids, modified learning objectives and outcomes, and staggered workloads. A variety of resources are supplied and used in class to help students achieve, these include, visual prompts, vocabulary lists, to-do-lists, now and next boards.

How are staff trained to support students with SEND?

All staff have received in-house INSET training for SEND. SEND training by outside agencies such as speech and language therapists and educational psychologists are also organised. Support staff have received regular SEND training, and the Inclusion team receives regular outreach support from external providers.



St. John's and St. Clement's SEND Supporting Partners

We work with many supporting partners in school including:

- Community Paediatricians
- Physiotherapists
- Occupational Therapy
- Hearing & Visual impairment services.
- CAMHS – Child/adolescent Mental Health Service
- Speech and Language Therapy
- Soutwark ASD team
- Educational Psychologists
- Specialist teams from Evelina Children's Hospital.



EDUCATIONAL HEALTH & CARE PLAN

What does having an EHC Plan mean to my child?

For your child this would mean:

- The school (or parents/carers) can request that Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets explores the needs of you child and what support may be required.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), are such that they need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support.
- After the reports have all been sent in, the Panel of Professionals will review your child's needs. If they feel your child needs additional provision due to their needs they will write an Education Health Care Plan (EHC).
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. Every EHC plan is reviewed annually; all adults involved in the child's education, their parents/carers and the children themselves are involved in the process.

What if I disagree with some aspect of the plan (EHC)?

All EHCP's are reviewed annually but if there are concerns an emergency review can be called at any time. SIAS also exist as part of the Southwark Local Offer and provide support for Parents and Carers of Pupils with needs. They can be contacted via email sias@southwark.gov.uk or phone 0207 525 3104.



How will the school fund the support needed for my child?

Part of the school's budget has been allocated to help it meet the needs of pupils with SEND. At SJSC we manage these resources effectively and try to ensure that pupils receive adequate support to help them make progress.

Most EHC plans provide the school with an allocation of financial support. This can be discussed at the child's annual review meeting.

How are decisions made about funding and what can I do if I'm unhappy with this?

In the first Instance speak with Alex Burnet (SENDSCO) who will be able to demonstrate how funds are spent and discuss further with you.



How will the school help my child manage the transition to secondary school?

- Alex Burnet (SENDSCO) will liaise with the SENDSCO of your child's new school, organising a transition meeting. Your child will be invited to attend all or part of the meeting as appropriate.
- The Inclusion team will support children using tools such as circle of friends, Social stories and the AST transition booklet.
- SJSC also works closely with the SENDIP team in Southwark who aid successful transitions.



What about the Hearing Resourced Base?

Since 1995, there has been a resourced base for deaf children at St John's & St Clement's. We have an oral/aural approach to learning. We have a qualified Teacher of the Deaf, Speech and Language Therapist as well as a Specialist Hearing Support Assistant (SHSA) who all support our deaf children. This team (as well as the wider Inclusion team) support and train class Teachers and members of support staff

Admissions

Each year there are two places set aside for hearing impaired children who are known to the Southwark Hearing Support Service and have an Education Health Care Plan. Parents and Carers can also name St John's and St Clement's on an EHCP. In addition, admission forms for children planning to attend Reception are available from the Southwark Council website. In-year admission forms are also available from the school.



How will I know if the provision is making a difference for my child?

When we set the outcomes for your child they will be given broken down targets that work towards meeting these outcomes. Targets will be SMART (be specific and measurable) in order to judge whether the provision is having an impact. Targets are shared with parents and carers.



How will my child manage tests and exams?

Continuous monitoring of each child's progress gives a clear picture of how each child is progressing. Teachers at SJSC use a range of assessment methods to determine what has been remembered, what skills have been acquired and what concepts have been understood. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation.

- Ongoing formative assessment is carried out by teachers during a unit of work. The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teachers own assessment folder and in children's books/folders. If your child has been identified as having SEND and is making small steps of progress Alex Burnet (SENDCO) and your child's class teacher may decide it is necessary to create a learning portfolio, documenting their achievements and progress across the curriculum.
- Summative assessments (tests) occur at defined periods during the academic year such as pre-determined SATs tests and other strategic tests implemented at different key stages. Summative tests are used alongside teacher assessment to help teacher in making end of year and end of key stage assessments. Class teachers ensure those with SEND access suitably differentiated tests and have additional time if required. In Year 6 prior to SATs assessments a decision will be made with you about whether or not it is appropriate for your child to participate. Alex Burnet (SENDCO) will then determine whether any pupils with SEND require a reader, scribe and/or additional time to access the tests.

How is behaviour managed?

Positive behaviour in schools is essential, and we have a behaviour policy, which can be found on the school's website. We encourage good behaviour through setting high expectations, forming good relationships with parents/carers built on trust, sharing children's positive behaviour and attitudes to work in our values assemblies.

Our Inclusion team works closely with children who may require additional support and may offer specific tools taken from ZOR (Zones of Regulation) and The Incredible Years Programme. We also may seek specialist support from our Educational Psychologists, Autism Support Team, Cherry Garden Outreach or Summer House.



Where can I or my child get further help, information and support?

- The first port of call is your child's class teacher or school SENDCo; Alex Burnet
- The school website and newsletter is also regularly updated, and is an important source of information for parents/carers, as well as links to other helpful sites – make sure you regularly check in for updates!
- There are local drop-in services for parents/carers for children with SEND (e.g. the drop-in at Sunshine House Child Development Centre on Friday mornings)

What extra-curricular activities can my child participate in?

We do not discriminate against children with SEND, and all extra-curricular opportunities available for children without additional needs are available to those children with SEND. We have a range of after-school clubs at SJSC. If you feel that your child requires additional support to access a club that they would like to attend, please speak to your child's class teacher or Alex Burnet. We strongly encourage all children to participate in school trips and school journeys – these are an important part of your child's time at SJSC. School trips are all risk assessed and we ensure there are appropriate measures taken to ensure all children's safety and well-being when off-site. If you have any concerns about your child going on school trips and school journey, please speak to your child's teacher or Alex Burnet.

How do I complain if I am not happy with what is happening for my child?

We hope that every parent/carer is happy with what is in place for their child. If you have anything you are not sure about, or have a concern with, the first thing to do is always discuss this with your child's class teacher. In most instances, issues are resolved at this stage. However, if you remain unhappy you can also speak to Alex Burnet or the Head Teachers (Joseph Bell and Alli Crank). There is a copy of the school's complaints procedure available from the school office.

Enquiries into the school's offer can be made to inclusion@sjsc.southwark.sch.uk or admin@sjsc.southwark.sch.uk