

St Johns C of E Primary School

Special Educational Needs Information Report 2026-2027



***That they shall have life, life in all its
fullness.'** (John 10:10)*

Educate the heart, body, mind and
soul

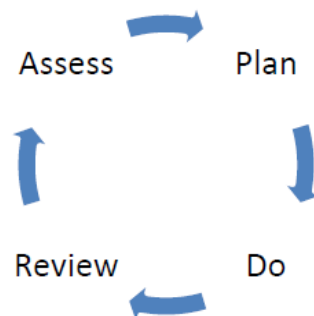
1. About this report and our school vision	Referenced in law and guidance
The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disability (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and on www.eastsussex.gov.uk, as our contribution to East Sussex' Local Offer. https://localoffer.eastsussex.gov.uk/ In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is linked to our Special Educational Needs and Disability Policies. We review this report every year and may involve pupils and parents, by discussion with small groups and/or individuals. If you want to give us your views about the report, please contact the school office. Signed: Chair of Governors Date: January 2025	SEND CoP 6.81
2. Who do I contact?	
If you are thinking of applying for a place contact https://stjohnsprimary.org/information/admissions/ If your child is already at the school, you should talk to the child's class teacher. School phone number: 01892 661189. The Special Educational Needs and Disability Coordinator (SENDCo) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health Care (EHC) plans and Time Limited Inclusion Grants. The SENDCo also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school. Mrs Stephanie Chandler (SENDCo) How to Contact - 01892 661189 or sc@stjohnsprimary.org Best time to contact – Wednesdays during school hours	SEND CoP 6.79 bullet 5

Mrs Laura Grimshaw (SENDCo Assistant) lgrimshaw@stjohnsprimary.org Best time to contact Monday-Thursday during school hours.	
3. Which children does the school provide for?	
We are a Primary School. We admit pupils from age 4 to 11. We are an aided school. We are an inclusive school. This means we will always try to provide for children with all types of special educational needs. If you want a place for a child who has a statement or Education Health and Care plan (EHCP), contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs. • St Johns C E School admissions policy https://stjohnsprimary.org/information/admissions/ • East Sussex County Council information https://www.eastsussex.gov.uk/education-learning/schools/admissions/contact-admissions Admissions and Transport Team 0300 330 9472 Admissions and Transport team County Hall St Anne's Crescent Lewes BN7 1UE Mon – Fri 10:00-15:00	SEND CoP 6.79 bullet 1
4. Summary of how the school meets the needs of children with SEN and disabilities	

The following principles are incorporated into our school ethos:

- To raise the aspirations and expectations for all our pupils with Special Educational Needs and Disability within our school.
- To ensure that all pupils with SEND are fully integrated in to the life of the school and take a full part in all activities and represent the school in positions of responsibility within school and the wider community.
- The views, thoughts and wishes of children and families will be actively sought.
- Our provision will be underpinned by quality first teaching, planned and delivered by the class teacher, supported by a teaching assistant in class and targeted intervention support when required.
- To comply with the Children and Families Act 2014, and the Equalities Act 2010.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Reference: Teaching, Learning, Moderation and Assessment Policy Sept 2016.

Assess: We assess children on the SEN register using tools such as:

- Dyslexia Screening Test
- Boxall Profile to consider behaviour traits
- BURT Reading test
- SWIST Spelling test
- Leven Scales for wellbeing

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• Phonics assessments • In class assessment • Speech and Language Link • Sandwell Early Maths assessment • Specific assessments associated with Intervention Programs • Children are assessed by the SENDCo, Class Teachers and external professionals (when required). • Edison Learning Achievement Statements • Standards and Testing Agency Pre-Key Stage assessments • Cherry Garden Branch Maps Planning: Is carried out by the SENDCo, Class Teachers and external professionals (when required). Do: Intervention and support is delivered by a range of staff members and outside agencies, where required. Staff members will include, teachers, teaching assistants, individual needs assistants, SENDCo, SENDCo assistant and other adults who may have specific skills e.g. in maths, motor skills. Review: Reviews of provisions are undertaken by the SENDCo and class teacher in consultation with parents/carers and any other appropriate professional involved. The child's views are also sought and included. If the child is looked after by the local authority and has an Additional Needs Plan or a Health plan, we will co-ordinate these plans with the SEND support plan. This will involve parents and carers as well as foster carers or social workers in discussions.	SEND CoP 6.80 re looked after children
5. How does the school identify children's special educational needs	
We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes. A pupil has SEND when their learning difficulty or disability calls for special	SEND CoP 6.79 bullet 5

educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism.
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

The ways in which we identify pupils have special educational needs are:

a. Before a child starts at the school (for Primary phase)

Our foundation stage teacher meets all the children at their nursery settings (where appropriate) and discusses each child with the nursery staff. Children also visit the school, with their nursery, during their last term at nursery. They also visit school for story time with their parents.

In addition, we will liaise with any specialist services that are already involved with the child, to identify who may require more support well before they join our foundation unit.

This identification process may also involve:

- Educational Psychology Service
- ISEND team
- Children's Integrated Support Services
- Agreed liaison with school doctor; health visitors etc

b. In School

Our foundation stage teacher meets with parents during their child's first week in school and discusses any concerns that they may have about their child. This is passed onto the SENDCo who will liaise with the class teacher and discuss a course of action for the year.

We also assess all Foundation stage children in Term 2, with either

Language Link or the Nuffield Early Language Intervention program, to check their skills are age appropriate. If a child presents with a speech problem, we may also assess with Speechlink.

Children who appear to need support for emotional, behavioural or social reasons may be assessed via a Boxall profile and teacher assessment for inclusion in a Nurture Group.

If appropriate, the child will be included in the schools special education needs and disability (SEND) register or, monitored via our list of children who may be 'vulnerable to under achievement'.

Throughout their future years at St John's, all teachers are teachers of pupils with special educational needs, and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Formal assessments, for example for reading and spelling (see section four for details)
- Screening programs, for example for dyslexia
- Information passed on from previous schools
- Information from parents

The class teacher will discuss any concerns with the SENDCo. The SENDCo will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

c. Children who enter midyear or after foundation year

- SENDCo liaises with staff from leaving school.
- SENDCo/Teaching assistant may visit the child in their former school.
- All paper work is transferred on admission of SEND pupil.

If a child, entering at any stage, appears to have SEMH or, English is not their first language, and we suspect there may be some underlying SEND difficulties, we will ask for help from outside agencies such as: Educational Psychologists, Team Around the School and Setting (TASS), Communication Learning and Autism Support Service (CLASS), English As Another Language (EAL) Service.

Assessment process for children who may have SEND

As detailed above we assess each pupil's skills and level of attainment when they start school. We then continually assess each child's progress. If a child is making less than the progress we would expect for their age,

we will consider whether they have special educational needs. The SEND Co-ordinator (SENDCo) will co-ordinate the assessments considered necessary at this stage and arrange for the involvement of external professionals, if required.

In this assessment we may use tools such as:

- Dyslexia Screening Test
- Boxall Profile
- BURT Reading test
- SWIST reading test
- Sandwell Early Numeracy assessment
- Leven Scales
- Phonics assessments
- In class assessment
- Specific assessments associated with Intervention Programs
- Edison Learning Achievement Statements
- Standards Testing Agency Pre-Key Stage Assessments
- Cherry Tree Gardens

Action taken if a child is assessed as having SEND

When we identify that a pupil has special educational needs and this has been discussed with parents, we place them on the Special Education Needs Register. The criterion St John's uses to identify children as having a special Educational needs is detailed below:

- A child is working significantly behind their peers, and not making adequate progress.
- A child has a medical diagnosis or a condition that requires them to have significant additional support in order for them to access the same educational provision as their peers, and this support is required in order for them to make adequate progress.

All children in school have educational targets set regularly. If the class teacher and SENDCo feel that a child needs additional targets to support areas of their specific Special Educational Need or Disability, then they may be given a Provision Map which details the specific areas

to be supported for the child, how this will be delivered and by whom.

For children's needs who are more complex, and who are not, as of yet, on an EHC Plan, or for whom an EHC Plan is not appropriate, an Additional Needs Plan may be compiled to ensure that their needs are fully identified.

We can also apply for a Time Limited Inclusion Grant, to temporarily support a child with needs that are above SEND but do not require a full EHCP. The funding lasts for a year.

The targets on the Provision Map are based on collaboration between all the parties involved i.e. the child, parent, SENCo, Teacher and Teaching Assistant plus outside agencies, where involved.

The aim is to ensure that the targets are:

- Specific
- Measurable
- Achievable
- Relevant
- Time limited

Parents are invited to meet us to discuss their child's provision, and will be integral in helping with the targets by providing support at home, where needed.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Termly provision map review meetings between the SENDCo and teachers (three times per year)
- Regular pupil progress meetings
- Planning scrutiny
- Regular liaison between SEND Assistant and teachers/ teaching assistant's
- Class assessments by SENDCo, SLT and subject leaders

We have an assessment policy, which can be viewed, if required.

6. How does the school teach and support children with SEN?	
All children at St John's receive the same level of high quality teaching. Children who have SEND will also receive input from the SENDCo in the form of assessment of their needs, observation, evidence gathering, help with planning, resource suggestions, assessment of effectiveness of any provisions/support/materials provided, EHCP applications and co-ordinating referrals to outside agencies, where appropriate. We also put considerable thought, planning and preparation into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. At present: • Teaching assistants are generally allocated to a particular classroom • Those with specialist training e.g. Jump Ahead/Nurture are deployed as required • Teaching assistants with a particular strength/expertise e.g. maths are used where required for additional support during lessons/small group/1:1 • Pupil premium funding can provide some additional Teaching Assistant time, if needed, to support children in class/in small groups and 1:1 Where a child needs provision that is 'in addition to' or 'different from' their peers, we utilise a Provision Map or, in more involved cases an Additional Needs Plan (ANP). The provision map details the specific areas to be supported for the child, how this will be delivered, by whom, how often and when the target area is to be reviewed/achieved. Some targets may be short term, a few weeks; some may last for longer and be achieved in small steps. A provision map is also included as part of an ANP. The ANP contains greater information about the child and their needs. We monitor all staff by: • Performance management carried out by the Senior Leadership Team (SLT)	SEND CoP 6.79 bullet 7

• Learning walks by subject leaders and SENDCo • Team Meetings • Provision Map meetings by SENDCo with class teachers and teaching assistants • Teaching Assistant monitoring by SENDCo and class teachers • Pupil progress meetings	
7. How will the curriculum and learning environment be matched to the child's needs?	
All pupils will have access to a broad and balanced curriculum, which is suitable for all our pupils. We will set high expectations for all pupils. We provide support and resources to support access to the curriculum for each child with SEND, so they can access subjects at their own level and make progress. We will look at the child's level of achievement and see what support they need to make good progress and reach their level of potential. We will use our Assessment policy to do this. We will talk with children and parents as part of the SEND support cycle (assess, plan, do, review) as detailed in Section 4. We support pupils with special educational needs, where required, by: • Specially prepared learning materials • Adaptive teaching • The use of appropriate ICT equipment • Deployment of teaching assistants • Individual and group teaching sessions/support sessions • Specialist equipment/resources • Using specialist intervention programs within the Waves of Provision • Social skills programs • Nurture groups • The role played by school in social services' assessments • Seeking support and involvement from Outside Agencies	SEND CoP 6.79 bullet 8

Information about the topics to be covered in each year group may be seen on the schools website:

<https://stjohnsprimary.org/information/curriculum/>

8. How are parents and carers involved in reviewing children's progress and planning support?

Working with Parents

We believe that parents know their children best. Therefore, working with parents as partners is vital in helping children and young people with SEND get the most out of their education. At St John's we involve parents with:

- Review meetings in the form of a 'Structured Conversation' to discuss the Provision Map as section 5
- Developing the child's provision map/additional needs plan/EHC plan
- Sharing information on the website.
- Parents evenings
- Acting as voluntary helpers
- Organizing training courses/information events for parents
- Developing an 'open door' ethos for parents which welcomes and values their views
- SENDCo available to meet/speak with parents
- Sharing information about their child
- Responding to an annual questionnaire sent to parents of SEND children

For SEND children the above take place with the following frequency:

Action/Event	Who's involved	Frequency
Structured conversations	Parent and class teacher	Three times per year

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SEND CoP
6.79 bullet 5

Pupil voice	Pupils	Bi-annually and ahead of EHCP reviews	
Parent evenings	Parent/teachers	Bi-annually	
Parent questionnaire	Parent	Annual	
Annual reviews	Parent/school/external agencies/county	Annual	
Ad-hoc meetings	As required	As required	
For Pupil Voice we have specific forms, which we use depending on the individual child's needs; these forms are reviewed and updated as necessary. The above arrangements are used for most children but occasionally we may need to review Provision Maps more frequently e.g. monthly, or communicate with parents by e-mail or telephone if this is easier for them. For children with Education, Health and Care plans we normally review these on an annual basis, we then review their provision maps twice more throughout the year. Where a child is transitioning to another educational stage, we will bring the review forward if needed or have an extra review. Parents know these as 'Annual Reviews'. For children with an Additional Needs Plan, we will review these three times a year for the first year, thereafter a review will take place annually, unless required more frequently. The Provision Maps will also be reviewed three times per year, as above. All our support is planned in order to help children and young people reach the agreed outcomes. Reviews will have a focus on children and young people's progress towards these outcomes.			
9. How are children involved in reviewing their progress and planning support?			
Working with Children It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:			SEND CoP 6.79 bullet 4 and 6.79

- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought
- Encourage pupils to become involved in the wider life of the school

bullet 5

We support and encourage the children to communicate as follows:

	<i>Who is involved?</i>	<i>How often?</i>
Self-assessment	Pupil, class teacher, teaching assistant	Daily
Class Circle times	Pupil, class teacher, SLT	As and when needed
Worry Box/Suggestions box/Open door policy for children to talk to adults	Pupil, class teacher, teaching assistants, head teacher	As and when needed
School Council	Pupils and a teacher	Termly
Key worker	Pupil, Class teacher, head teacher, nominated key worker	As and when needed
Pupil Voice	Pupil, SENDCo, class teacher, teaching assistants	Twice per year and ahead of an EHCP review
Provision Map review meetings via Structured conversations	Pupil, parents, class teacher supported by SENDCo	At least three times a year
Annual reviews (EHC plans only)	Pupil, parents, SENDCo, class teacher, support services, local authority.	Once a year

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?	
Children with SEND often need additional support when transferring to a new school and/or the next stage of their education. At St John's, we support this fully and will arrange the following, if needed: • Additional visits for pupils who need extra time in their new school. • Secondary school staff visiting pupils prior to them joining their new school. • Enhanced transition with our local secondary school- Beacon • Our SENDCo and Class 6 teacher liaising with the SENDCo's from the secondary schools to pass on information regarding SEND pupils. • Where a pupil may have more specialised needs, a separate meeting arranged with the secondary school SENCo, the parents/carers and where appropriate, the pupil. • The use of social stories or specific booklets tailored to the individual child, including ones that go home over the holidays for on-going support. • The SENDCo and class teachers liaise closely with parents, carers and any outside agencies to help a smooth transition. For children with EHC plans we do the above plus, if needed: • We bring forward the annual review to ensure it is completed long before transition. • We accompany these children on their school visits. • The SENDCo is fully involved with all stages of the child's transition.	SEND CoP 6.79 bullet 6
11. What training do school staff have?	
When we plan support for a child, we think about the knowledge and	SEND CoP

skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day. We have a whole school development plan, which is reviewed regularly by the SLT and Governors and the progress of all pupils including those with SEND is a priority within this. All our teachers are qualified teachers. • All our teachers have qualified teaching status • The SENCO has the National Qualification for Special Educational Coordination (2012) • Our SENCO regularly attends SEND network alliance meetings and inclusion conferences to keep up to date with all recent changes. • SENCO has specific training for: Lego Therapy, PDA, Comic Strip Conversations, Jump Ahead, Nurture, Autism, Makaton, Therapeutic Thinking, Language and Speechlink, Dyslexia screening (including what to do next), de-escalation and helping those who struggle with writing. . • All staff have received Speech and Language Training from CLASS (Communication Language and Autistic Support). • All staff have received Dyslexic training from CLASS (Communication Language and Autism) • Teaching assistants have had training on Lego Therapy • Our Foundation staff are trained Language and Speech Link assessors • All teachers and teaching assistants are trained in teaching phonics.	6.79 bullet 9
12. How does the school measure how well it teaches and supports children with SEND?	
We regularly and carefully review the quality of teaching for SEND pupils to make sure that they are making progress which is suitable for them. We recognise that these children, by nature of their difficulties, may be working at a different stage to their peers, but we are still looking for progress. We look at whether our teaching and programmes of support have made a difference at least three times per school year formally, more	SEND CoP 6.79 bullet 10

where needed informally. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. We send home a parent questionnaire every year to SEND parents then review the results and feedback from parents. This information helps to inform the school improvement plan and monitor what parents think, which may not have been voiced in our other meetings with them. We also invite parents to provide feedback at meetings (two parent evenings and three structured conversations), through attending parent forums and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/	
13. How accessible is the school and how does the school arrange equipment or facilities children need?	
We are subject to, and adhere to, the various Equality Acts which are referred to in our Equalities policy, which is updated regularly and surpasses an accessibility plan, and may be found via the following link: https://stjohnsprimary.org/information/policies/ We have aimed to make our school as accessible as possible, installing handrails and slopes. When required, we have used specialised equipment such as wheel chairs, walking aids, adaptable chairs, hard of hearing equipment. We have a Policy for supporting pupils with medical conditions, which is updated annually and available for review if required.	Section 69 Children and Families Act 2014
14. How are children included in activities with other children, including school trips?	
Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.	SEND CoP 6.79 bullet 11

All children, who wish to, are included in school activities, after school clubs, trips and residential visits. We provide additional support in the form of staff members, equipment and adjustment to activities to make this possible. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity. Details of our Equality and Accessibility plans are as section 13.	
15. What support is there for children's overall well-being and their emotional, mental and social development?	
We place children's well-being and personal development at the core of our values as a school. Whole school assemblies, class work, small group work and 1:1 time are all used to support and educate children in these areas. We have reflection time, involvement with our local church and quiet areas in the classrooms where children can go. If a child has specific emotional and mental health difficulties, we will consider if they may benefit from things such as, counselling, nurture provision, peer mentoring, buddy system (older children to work with younger children). We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEND support planning cycle of assess, plan, do, and review. The school may also work with other services to support children, e.g. Team Around the School and Setting (TASS), Child and Adolescent Mental Health Services (CAMHS), see section 16 for more details. We have provided training from Me and My Mind on anxiety for Parents. Policies are available on the school website for - Behaviour and anti-bullying, Safeguarding and Supporting pupils with medical conditions. https://stjohnsprimary.org/information/policies/	SEND CoP 6.79 bullet 12

16. What specialist services does the school use to support children and their families?	
Support services As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists. We have a range of Support Services that we may call upon to provide advice, support and training on SEND matters and children. At St John's we have involvement from: • Autism and Language Support via CLASS (Communication, Language, Autism Support Service) • Child Protection Advisors • Educational Psychologist • CAMHS (Child & Adolescent Mental Health Service) • Team Around the School and Setting (TASS) • (Sensory Needs Service) to support pupils with hearing/visual Impairment • Inclusion team • Social Services • Children's Integrated Therapy Team (speech & language/occupational therapy) - CITES • School Nurse Further information may be found on the Councils websites. Links with the Local Community We believe that school has an important part to play within the local community. We are involved in: • The use of school premises for out of school activities • Running training courses for the school community • Links with local business	SEND CoP 6.79 bullet 13

• Involvement of local services e.g. police Health Service and Social Service Some pupils with SEND have support from or involvement with Health and/or Social Services. These pupils are helped well when all professionals work closely together. We liaise with professionals from the Health Service such as GP's, Paediatrician's, Health Visitors and School Nurses to seek advice and support for pupils. Where appropriate, we involve Health and Social Services professionals in reporting on pupils' need and progress and in attending review meetings. We implement the advice of health professionals, including in the drawing up of Health Care plans.	
16. Where can I get information, advice and support?	
SEND information, advice and support service 1. Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers. 0345 6080192 informationforfamilies@eastsussex.gov.uk www.eastsussex.gov.uk/sendadvice CLASS+ - for support for children with Autism - 01273 336887 i-go – free leisure discount card – https://igo.eastsussex.gov.uk/ 2. East Sussex Parent and Carers Support https://www.espcf.org.uk/ https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/ https://amazesussex.org.uk/east-sussex/ - or call 01273 772289 Monday to Friday 9.30am-2.30pm 3. Children's Integrated Therapies and Equipment (CITES) – 0300 123 2650	CoP 6.81 re local offer Children and Families Act regulation 51, schedule 1

https://www.eastsussexchildren.nhs.uk/ East Sussex wheelchair service – 0333 240 0599 https://www.bsuh.nhs.uk/stn/services/east-sussex-wheelchair-service-millbrook-healthcare/ 4. This document also forms part of the East Sussex Local Offer – click on the logo on the school web page to access further information or use this link: https://isend.eastsussex.gov.uk/send-information-and-services/isend/east-sussex-local-offer/	
18. What do I do if I am not happy or if I want to complain?	
We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please firstly talk to your child's class teacher. If this does not re-assure you, please make an appointment to discuss matters with the SENDCo. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. A copy of this is in your Parents Handbook on the school website. The school website www.stjohnsprimary.org	SEND CoP 6.79 bullet 14