



Respect, Courage, Compassion, Friendship, Trust, Perseverance

Head Teacher:
Mrs C. McManus

Special Educational Needs and Disability Information Report (September 2025)

Definition of SEN(D)

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational 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 of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'
- SEND Code of Practice (Department for Education (DFE), 2015)

What is the Local Offer?

The Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority is available in their local area.

Every local authority is responsible for writing a Local Offer and making it available for everyone to use. The information will support parents and carers in deciding how best to support their child's needs. There are links to a range of available services. Sefton's Local Offer can be found on Sefton Council's website: <https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

St. John's CE Primary School is an inclusive school, where we ensure that pupils are included in all aspects of learning and school life.

We strive to support all children to succeed in all areas of development through High-quality first teaching and a broad and balanced curriculum planned to build on knowledge and skills continuously. However, for some children, there are occasions where additional support and intervention may be required to help them achieve their targets and outcomes. Therefore we tailor our support using the graduated approach to meet individual needs so we can maximise progress.

Who should I contact to discuss concerns or needs of my child?

Class Teacher - If you have any concerns about your child, you should speak to your child's class teacher.

The class teacher is responsible for:

- The implementation of the curriculum
- Providing Quality First Teaching
- Adapting teaching in a responsive way, including by providing targeted support to children who are struggling
- Identifying, planning and delivering additional support and intervention
- Monitoring the progress of all children
- Devising SEN Support Plans to prioritise and focus on the next steps required for individual children to make progress
- Devising Behaviour Support Plans (BSP) and Positive Handling Plans (PHP)
- Applying the school Graduated Response to SEN as outlined in the school's SEN(D) policy.

Special Educational Needs Coordinator (SENCo) – Mrs Webb

Mrs Webb is responsible for:

- Coordinating provision for children with SEN(D)
- Advising staff and parents on the graduated approach to providing SEN support
- Developing the school's SEN(D) policy
- Liaising with outside agencies, e.g., Educational Psychologists, and implementing advice and recommendations;
- Facilitating staff training
- Providing professional guidance to colleagues and working effectively with staff, parents and external agencies to ensure children with SEN receive appropriate support and high-quality teaching
- Working with the Senior Leadership Team (SLT) to monitor progress and effectiveness of provision
- Ensuring parents are aware of their child's support and progress
- Transition for SEND children whether to a new class or school

Headteacher – Miss Morgan

The head teacher is responsible for:

- The day-to-day management of all aspects of the school, including the provision made for children with SEN
- The strategic development of the SEND policy and provision within the school – working closely with the school SENCO and SEND governor
- The overall provision and progress of learners with SEND and/or a disability.

SEN(D) Governor – Dr J. Forward

Dr Forward is responsible for:

- Supporting the school to evaluate and develop the quality and impact of their provision for pupils with SEN(D) and update the governing board
- Helping to raise awareness of SEN(D) issues at governing board meetings
- Working with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school

School Nurse

The school nurse works in partnership with other agencies and as part of a wider multidisciplinary team to support the health and wellbeing of school-aged children.

The role of the school nurse includes:

- Being the first point of contact in schools for parents who need health advice or information. This may involve assessing individual needs, offering care or referring on to other services.
- Supporting children with ongoing or specific health needs in the school environment.
- Initiating and supporting activities for promoting good health across the school.
- Safeguarding

Accessibility Plan

We continue to work to ensure accessibility to school in line with current legislation.

All schools are required to have an accessibility plan to identify how we intend to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school accessibility plan can be found on the school website:

<https://www.stjohnsprimarywaterloo.co.uk/send/>

Paper copies are available on request by contacting the school office.

How can I find out about my child's progress?

The Graduated Approach

As part of the Sefton Agreement, St. John's C.E. Primary School will provide Quality First Teaching to all children. We will ensure that all children, regardless of need, will access good quality, inclusive teaching and make reasonable adjustments to accommodate learning differences.

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

Assess

All children's progress is monitored and assessed across school; teachers meet with senior teachers for pupil progress meetings and children requiring additional support are identified and ways forward planned. This process means that some children who do not have a special educational need or disability may access intervention activities for short periods to support their learning.

When a class teacher or parent raises a concern, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies). This includes utilising the teacher's assessment and experience of the child and their previous progress and attainment as well comparing the individual's development in relation to that of their peers.

Plan

After gathering information, if required, a support plan will be put together to outline the methods that will be used to achieve specific outcomes and short-term targets are agreed. If external agencies are involved, their advice and recommendations are included in the support plan. Any agreed actions take into account child's strengths as well as their learning differences. In some cases additional resources will be allocated.

Do

All SEN support plans are working documents and if needed adjustments will be made to the plan to determine success. The class teacher is responsible for the implementation of the support plan, and accountable for the outcomes. Advice should be sought from the SENCo if the teacher or parent feels that the plan is not working, for whatever reason.

Review

All SEN support plans are reviewed termly. In this review all targets will be evaluated and the views of the child and parent will be recorded. A new plan will

then be devised, if required, with next steps outlined. Where it is agreed that a child has made sufficient progress, the support plan will cease and the child will be closely monitored through normal monitoring procedures. For children with more complex needs, termly review meetings will be held with the class teacher, SENCO and any external agencies. Sometimes it may be appropriate for the child to attend review meetings. Their views are highly valuable in ensuring that the support is tailored correctly.

High Needs Top-up Funding

Where a child has continuing significant difficulties following intervention, school may need to seek extra resources from external agencies. The school is obliged to pay the first £6000 of any resource that a child with SEN(D) may need. An application for High Needs Top-up funding may be made if the cost of support exceeds the £6,000 threshold.

Education Health Care Assessment

If a child is still not making progress despite the school having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment. Education Health Care Plans (EHCP) are designed to cater for the needs of children who have lifelong and complex needs. These plans are reviewed annually by the school and the local authority.

Curriculum and Teaching Methods

How will the teaching be adapted to meet the needs of my child?

Teachers will adapt teaching in a responsive way, including by providing targeted support to children who are struggling, to increase children's success.

Adaptive teaching is likely to be **more** successful when it focuses on:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- acting on information from formative assessment
- teaching carefully selected groups
- well-chosen resources
- Scaffold children's learning e.g., alternative methods of recording offered where appropriate, writing frames

Interventions

Teaching Assistants (T.A.s) enhance the Quality First Teaching, and therefore some interventions are delivered by T.A.s. The class teacher is responsible for recognising the need for intervention and working with the T.A. to set targets and monitor progress. Mrs Webb meets with teachers termly to discuss this and discuss any new concerns that may have arisen

Miss Morgan - head teacher – works closely with the **SENCo** to manage the intervention provision map: targeting, monitoring, and evaluating the interventions and progress. Mrs Waring – Assistant head teacher to support new members of staff and ECTs.

Outside agencies (such as Speech and Language) may also provide a personalised programme for an individual pupil.

A broad range of specialist programmes and strategies are available to support the four areas of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory Needs

Special Educational Needs and Disability (SEND) are generally categorised in the following four broad areas of need and supported as follows:

1. Communication and Interaction

Adapted teaching, strategies and interventions meet the children's needs:

- Use of visuals to ensure clear non - verbal communication, now and next cards, visual timetables, work stations with in/out trays for pupils and use of timers
- Support by T.A.s and teachers to implement programmes designed by speech and language therapists. This is normally delivered in a small group
- NELI (Nuffield Early Language Intervention) interventions aimed at developing the communication skills of pupils in Reception
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Time to Talk & Socially Speaking
- Support accessed from Speech and Language Therapy Services, Educational Psychologist and the Inclusion Consultant
- Interventions such as Time to Talk are aimed at providing opportunities for pupils to develop their spoken vocabulary and the confidence to use it
- Sensory breaks were appropriate
- Sensory baskets with a selection of fiddle toys to help aid concentration

2. Cognition and learning

- Adapted teaching, strategies and interventions meet the children's needs
- Adapted teaching that meet the children's needs in each class
- Specialist resources to enable access to the curriculum e.g., coloured overlays pencil grips, talking tins, wobble cushion, ear defenders
- Targeted intervention from teachers and support staff both in and out of class – this can be small group or one-to-one work
- Precision teaching
- Specifically designed interventions to support children's reading and writing skills. Early Fluency Programme (KS1) & the Structured Reading and Writing Programme (KS2).
- Access advice and support for both staff and children from outreach providers including Educational Psychologist and Inclusion Consultant

3. Social, Emotional and Mental Health

- The school uses the Jigsaw Personal, Social, Health and economic (P.S.H.E.) curriculum -Resilience, growth mindset and mindfulness are promoted throughout P.S.H.E. in order to promote physical and emotional well-being. Where a child requires further intervention, this is supported through in house Nurture/ELSA support. We also access services through early help or local well-being centres e.g., Relax Kids
- Headteacher – completed lead mental health training
- School accesses external support services including the School Nurse Team, and CAMHS (Children and Adolescents Mental Health Service) and early help support who can sign post children and their parents/carers to a range of support services.
- Staff have been trained by Team Teach in 'Positive handling'
- Children struggling with anxieties access the 'Talkabout – Developing Self-awareness & Self-esteem' intervention
- Children struggling with making friendships access the 'Talkabout – developing friendship skills intervention
- Children struggling to manage anger access 'A Volcano in my Tummy – helping children to manage anger intervention
- School have been working with the Mental Health Support Team who have been providing 1-1 support for some of our older pupils.

4. Sensory and/or Physical Needs

Accessibility at St. John's CE Primary School - the facilities we have at present include:-

- Our school is all on one level
- Wheelchair access throughout the school
- Ramps to external school doors
- 1 toilet adapted for disabled users
- Lowered office hatch to be accessible to wheelchair users
- Disabled parking bay marked in the staff/visitor car park
- School provides specialist resources such as adapted toilets, ramps, pencil grips, stress toys, fidgets, air cushions, weighted blankets, ear defenders.
- School can access support from the School Nurse Team, SALT or the Complex Needs Team for pupils with additional needs relating to sight or hearing.
- Teachers/Teaching assistants are trained when required to help assist children with specific equipment such as a back brace.
- When required, visits from the Physiotherapist to deliver physiotherapy to pupils and to demonstrate programmes for staff to deliver.
- The Occupational Therapy team also visit school to train staff in the delivery of exercise/activity programmes for targeted children.
- Any children who need support with their fine motor skills are quickly identified within the EYFS and access interventions to help develop these.
- Any children with sensory processing difficulties can be referred to the Occupational Therapy Service where parents can access a Sensory Workshop.
- Medical needs - Regular training and information is provided by specialist nurses for children with asthma, epilepsy, diabetes and those with emergency medicines e.g., epi pens.

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Sefton Special Educational Needs and Inclusion Service (SENIS)
- Each school has an allocated Inclusion Consultant (ICON) who provides strategies and training to ensure access to the curriculum and enhance progress
- Educational Psychology service
- Physiotherapy
- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescence Mental Health Service (CAMHS)
- Paediatric Services
- School Nurse
- Social Care
- The Social Communication Team and Together Trust

The teacher and SENCO can make referrals to outside agencies as required as long as parents are agreeable to this.

If you have any concerns, please do not hesitate to contact Mrs. Webb. Please contact the school office who will arrange a telephone appointment.

Transition

How will school help my child move from pre-school, to a new class/year group or to a different school?

Children with special educational needs can become particularly anxious when faced with any change or 'moving on'. At St. John's we take the transition process very seriously and allow time to put into place strategies to address any child's anxiety.

When moving to another school

- Contact with the new school's SENCo to share information about what adjustments have been made to help your child make progress
- Additional transition visits
- Pass on records

For children new to the school where an additional need has already been identified

- Transition review with parents and other professionals involved with the child where necessary
- Planned transition visits

When moving to a new class/year group

- Information sharing meeting between class teachers
- Planned transition visits to the new teacher and classroom

High School Transition

- Contact with the new school's SENCo to share information about what adjustments have been made to help your child make progress
- Additional transition visits
- Pass on records
- Where a Year 6 pupil has High Needs Top-up Funding, a funding review meeting must be arranged with parents, the SENCo of the secondary school and their ICON, prior to submitting a funding application for Year 7
- Where a Year 6 pupil has an EHCP, an enhanced transition will be arranged with the receiving schools, according to their policies and the needs of the child

Staffing Expertise

How skilled are staff in meeting the needs of my child?

- Mrs Webb will be completing her National SENCO award. Mrs Webb gained her teaching degree with a specialism in SEND.
- How to support a child who has dyslexia or dyslexic tendencies
- How to support children with communication difficulties
- How to support children to learn phonics
- How to support children on the autistic spectrum with ASD (Autistic Spectrum Disorder)
- How to support children with social and emotional needs
- Emotional Literacy Support Assistant (ELSA)
- Team Teach (Positive handling)
- NELI (Nuffield Early Language Intervention)
- Early Fluency Programme (KS1)
- Structured reading and writing programme (KS2)

Who do I contact if I am unhappy with my child's progress or wellbeing?

- Talk to your child's class teacher in the first instance
- You can arrange a meeting with the SENCo - Telephone the school office: 0151 928 5685 or email via the school office: admin.stjohnswaterloo@schools.sefton.gov.uk
- The Headteacher can be contacted to discuss any issues you may have regarding your child's progress or wellbeing. Telephone the school office: 0151 928 5685 or email via the school office: admin.stjohnswaterloo@schools.sefton.gov.uk
- If you have a complaint, please go to the policy section of the school's website. The Complaints Procedure is explained in this section: <https://www.stjohnsprimarywaterloo.co.uk/policies/>