



St John's CE Academy, Clifton

Special Educational Needs and Disability Information Report

January 2025 - 26

The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and longterm adverse effect on his or her ability to carry out normal day-to-day activities. The definition of disability encompasses a broader range of impairments than might be commonly assumed.

St John's CE Academy Clifton pays due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the single Equality Act.

Meet the St John's SEND Team

Welcome to St John's!

Please feel free to contact us with any questions or concerns, however big or small. The team aim to foster close relationships with parents/carers and we are always happy to talk things through.

SENDCo

Mrs N Flear- on maternity leave

**Working days - Monday, Tuesday,
Wednesday,**

Email: Sendco@stjohnsacademyclifton.co.uk

Telephone: (main reception) 01484 713036

Acting SENDCo:

Miss S Crozier

Working days - Monday-Friday



Objectives:

At St John's, our objective for all pupils with Special Educational Needs or Disabilities is to ensure that they reach their full potential so we endeavour to address any barriers to learning that they may face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum for all. We seek to identify the needs of our pupils and respond with a range of teaching strategies to provide support that allows our pupils to be independent life-long learners, happy and healthy and achieve their full potential.

Who are the best people to talk to in school about my child's difficulties with learning / special educational needs or disability (SEND)?

Your first point of contact is your child's **Class teacher** who is responsible for:

- Monitoring and reporting on the progress which your child is making and identifying, planning for and giving any additional help your child may need. This could be in the form of an intervention group activity; targeted work; additional classroom support or precision teaching. They will inform the SENDCO and you about any additional support which the child is receiving.
- Writing 'Individual Education Plans' (IEPs) if appropriate. These will be shared with parents/carers each term and reviewed, before future targets are set.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **SENDCo** who is responsible for:

- Coordinating all additional support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure all pupils receive a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents/carers are involved in supporting their child's learning at home; kept informed about the support their child is receiving and involved in reviewing their child's progress made towards targets
- Liaising with professionals who may be coming into school to help support the child e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND list (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that records are kept of your child's progress and needs.
- Monitoring, tracking and analysing the progress of all SEND pupils including progress made through intervention.
- Providing specialist support for teachers and support staff in the school so that they can help SEND pupils in the school to make the best progress possible.

The **SEN Governor** who is responsible for:

- Ensuring that the school has provided the necessary support for any pupil who attends the school with SEND.

The **Principal** who is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for pupils with SEND.

What are the different types of support available for children with SEND?

All pupils in school receive class teacher input through excellent classroom teaching also known as Quality First Teaching. This means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different methods of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical strategies or apparatus.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child will be given individual targets to show them the next steps in their learning.
- Your child is assessed and set challenging yet achievable next steps.

Specific group work with a smaller group of children.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school.

This is called an intervention group and may be:

- Run in the classroom or another space outside the classroom
- Run by a teacher or learning support assistant who has had appropriate training.

For your child and yourself this would mean:

- Your child will engage in group sessions with specific targets to increase progress
- A teacher, teaching assistant or outside professional such as a Speech and Language Therapist will run these small group sessions using targeted planning with specific objectives
- You may be asked to meet the class teacher or SENDCo to discuss your child's progress and help to plan possible ways forward.

Specialist interventions designed and/or run by outside agencies e.g. Speech and Language therapy OR Occupational therapy

This type of support is available for pupils with specific barriers to learning that cannot be addressed through whole class teaching and intervention groups. They have been identified by the class teacher or SENDCO as needing some extra specialist support in school from a professional outside the school such as: Speech and Language therapy (SALT) Service, Occupational Therapist, Sensory Impairment teachers, Behavioural Support, Portage, Portex, Educational Psychologist etc.

For your child this would mean:

- Identification by the class teacher or SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them more effectively
- Providing support to set targets which will require their expertise in order to make further progress e.g. practicing specific speech sound before others, practicing physical actions such as hopping on one leg, carrying out core strength exercises etc.
- A group run by a member of school staff under the guidance of the outside professional e.g. a social skills group

We will tell you how the support will be used and what strategies will be put in place. An Individual Plan will be created to support your child's next steps. This will be reviewed with you and new targets set on a termly basis.

Specific Individual support

This type of support is available for children whose learning needs are severe, complex and potentially lifelong. This is usually provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENDCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school.

This may be from: Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapist, Sensory Impairment, Behavioural Support, Portage, Portex, Educational Psychologist etc.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the provision and associated funding which will be provided for your child.
- After the school have submitted the request to the Local Authority, which contains detailed information about your child's needs, including your views, they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to require 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 a statutory assessment after examining this evidence, they will ask the school to continue with the support at the previous level within school.
- After the reports have all been submitted to the Local Authority will decide if your child's needs are severe, complex and/or potentially lifelong that they need support in school to make good progress. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the previous level of support by writing an Individual Plan and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the funding which your child will receive from the Local Authority and what provision and strategies must be put in place. It will also have long and short term goals for your child. An Individual Plan will also be created to support your child's next steps. This will be reviewed with you and new targets set on a termly basis.
- An additional adult may be used to support your child with whole class learning, implement individual programmes or support small groups, which would include your child.

[How can I let the school know I am concerned about my child's progress in 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 speak to the SENDCo or Principal.

[How will the school let me know if they have any concerns about my child's learning in school?](#)

If your child is identified as not making appropriate progress with their learning or needs help managing their behaviour, the class teacher will set up a meeting to discuss this with you in more detail as well as listen to any concerns you may have and plan any additional support your child may need by creating an Individual Plan. The SENDCo may set up a meeting with you to discuss any referrals to outside professionals to support your child.

[How is extra support allocated to children?](#)

- The school budget, received from the DfE, through the Education Finance Agency, includes money for supporting children with SEND.
- The principal decides how the budget will be allocated for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The principal and the SENDCo discuss all the information they have about SEND in the school, including:
 - the pupils receiving extra support or the pupils needing extra support
 - the pupils who have been identified as not making as much progress as would be expected
 - the pupils who need behavioural or emotional support or the resources, training and support needed.

All resources/training and support are reviewed regularly and changes made as needed.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that your child's needs are met.
- Specially trained support staff will use adapted teacher's planning to support the needs of your child where necessary. This may be in small groups or on a 1:1 basis.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis, as needed, to meet your child's learning needs.

How are the teachers in school equipped to support pupils with SEND and what training do they have?

- Part of the SENDCo's role is to support class teachers in planning for pupils with SEND. The SENDCo holds a Post Graduate Certificate for SEN co-ordination.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism, Speech and Language difficulties and Dyslexia.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class / school

How will my child's overall well-being be supported?

Emotional Well-being and Learning Behaviour:

- Several members of staff are trained in different skills such as Sulp-social use of language. They work with individuals and small groups on a daily/weekly basis to support pupils in managing their emotions and/or behaviour including delivering programmes such as: Sulp (Social Use of Language); Zones of Regulation and ELSA (Emotional Literacy Support).
- The school has a Senior Mental Health Lead- Mrs Wilson - who can be contacted by parents via the school office; pupils and class teachers can approach Mrs Wilson directly if they feel that someone needs support with their emotional well-being
- We have a positive behaviour policy, which focuses on ready respectful, safe which rewards a pupil's appropriate actions and responses. This approach can be adapted for pupils with SEND as needed.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by their class teacher.
- Progress is reviewed formally every term and an assessment made against National Curriculum end of year objectives in reading, writing and maths.
- At the end of Key Stage 2 (i.e. at the end of year 6) all pupils are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and these results are published nationally and given to parents along with their child's report.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. The assessment levels are tracked and analysed to ensure that progress is being made.

Who are the other services providing services to children with SEND at St John's CE Academy?

Directly funded by the school:

- SENDCo
- Educational Psychologist;
- Mental Health Lead
- Speech & Language Therapists (independent)

External outside agencies which are available to the Academy:

- ASD Team
- Educational Psychologist
- Open Minds- Children and adult mental health services
- Occupational Therapy and Physiotherapy
- SALT (Speech and Language)
- LINGO speech and language project
- Calderdale SEND Team
- Unique Ways
- Noah's Ark counselling service
- One Adoption

Outside agencies which are provided and paid for by the National Health Service:

- Occupational Therapy
- Physiotherapy
- Speech & Language Therapy

Outside agencies which are provided and paid for by Locala:

- School Nurse

What support do we have for you as a parent of a child with SEND?

- Your child's class teacher will be regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- If your child has an IEP, this will be reviewed and shared with you each term.
- If your child has an EHC plan, an annual review will be held. You can request a review at any time.
- Homework expectations will be adjusted as needed to meet your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We will invite you to parent/teacher consultation meetings during the autumn and spring terms where you can discuss your child's progress with the teachers.
- We can provide details of groups who help to support parents of children with SEND by making phone calls, discussing reports, helping complete forms and attending review meetings if necessary.

How is St John's CE Academy accessible to children with SEND?

- We regularly review our accessibility plan, which ensures that all pupils can access the school building and grounds. The building is accessible to children with physical disability via ramps and graduated paths
- We ensure that equipment used is accessible to all pupils regardless of their needs.
- Extra-curricular activities are accessible for children with SEND and all pupils are able to go on school trips; special arrangements may be discussed as appropriate surrounding the needs of your child.
- We have accessible toilet facilities which include a shower room.

How will we support your child when they are joining or leaving this school? OR moving onto another class?

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.

Before starting at St John's CE Academy:

- You may want to tour the school. You can do this by telephoning the school and requesting an appointment to look around.
- When the administration details are collected, we ask if your child has any SEND.
- The administrator then passes this information onto the SENDCO who will contact you to arrange a meeting to discuss your child's SEND.
- We will arrange a transition meeting with their current school to discuss your child.
- A member of staff may visit their current setting to observe your child.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a transition meeting will take place. All IEP's are shared with the new teacher.
- If your child would be helped by a book to support them understand moving on then it will be made for them. This may contain pictures of new teachers, the classroom etc.

If your child is leaving St John's CE Academy:

- A transition day is likely to be organised for your child to visit their new school. We will contact the school SENDCO and ensure that they know about any special arrangements or support that needs to be made for your child. We may offer to send a member of support staff with your child initially to ensure that they are settled and confident about the transition.
- We will arrange a transition meeting with the new school to discuss your child's strengths and needs
- We will make sure that all records about your child are passed on as soon as possible.

[Complaints about SEN Provision](#)

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy which is available on the school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Useful Information

Interim Principal:

[Mrs Rebecca Townsend](#)

SENDCO

[Mrs Natalie Flear \(Maternity Leave\) and, Acting SENDco Miss Sarah Crozier](#)

SEND Governor:

[Under review](#)

All of the above can be contacted through the school office:

Telephone: 01484 713036

Email: admin@stjohnsacademyclifton.co.uk

Educational Psychologist:

Mrs Lisa Armstrong

Calderdale Council Local Offer can be found at: [Calderdale's Community Information Directory | Calderdale SEND Local Offer](#)