The following details constitutes our School offer at **St John's CE Primary Academy**

(SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

This document will be reviewed and updated annually in full consultation with all stakeholders.

School name	St John's CE Primary Academy
Principal	Mrs Rebecca Townsend
SENCo (Special Educational Needs Coordinator)	Mrs Natalie Flear & Miss Sarah Crozier
Governor with responsibility for SEN	Mrs Ruth Lee
Contact details: address	Towngate Clifton, HD6 4HP
Email (admin)	admin@stjohnsacademyclifton.co.uk
Email (SENCo):	sendco@stjohnsacademyclifton.co.uk
Telephone (admin)	01484 713036
Telephone (SENCo)	01484 713036
Age range	4-11
Funding	

We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you.

How do we make sure **all** children reach their potential?	St John's (CE) Academy is an inclusive school that values the abilities and achievements of all our pupils. We are committed to providing for each child the best possible environment for learning and Quality First Teaching is at the forefront of all we do at St John's. This can be also demonstrated by: • Access to a broad and balanced curriculum, which is well differentiated and takes account of different learning styles and children's interests. • High expectations for all. • Removing barriers to the curriculum (e.g., visual timetables, visual cues) • Supporting access to the curriculum (e.g., pre teaching elements of the subject) • Ensuring appropriate adaptation of the environment (e.g., structured routines) • Well-staffed classrooms – our aim is at least one teacher and one support assistant in each Reception and KS1 class every morning, shared teaching assistants in KS2 classrooms in a morning and shared teaching assistants in all classes in an afternoon. • Early intervention and support put in place for any additional needs. • Quality of teaching and learning well monitored by SLT (Senior Leadership Team) • Individualised targets for all children. • Rigorous pupil tracking system which ensures all children are monitored. • Regular professional dialogue about every child in school every term ensures any difficulties are identified early and suitable provision put in place. (Pupil Progress Meeting) • At least ½ day a week dedicated SENCO time, plus additional release time for meetings and training. Our SENCo is on the senior management team. • Regular liaison with a range of external agencies who provide support and advice for children including Speech and language therapists, Occupational therapists, Open Minds: previously CAMHS (Child and Adolescent Mental Health Service), Thriving Kirklees, Educational Psychologist, School Nursing Team, Hearing impaired service, Social workers and any other outside agency professionals. We have in previous years also liaised with the Visual Impairment team & Behavioural Support Worker. • Detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year; termly reviews for all children on the SEN register and comprehensive annual reviews. Parents' views are very important to us. • Children's views are also very important, we have an active 'pupil voice'-invited to attend SEN reviews, contribute to annual reviews if they have an Education and Health Care Plan (EHCP) if this appropriate for the child. help to formulate one-page pupil pen portraits, they can be part of our school council, can be an Academy ambassador, a Year 6 House captains, or a fully trained 'befrienders'. • Currently, a team of highly skilled support assistants work with the teachers to help meet individual needs. Trained in following intervention programmes: Toe by Toe, Precision teaching, Monster Phonics, Comprehension Express, Wellcomm, SULP, Talking about for children: developing self-awareness and self-esteem, Talking about for children, relationships: building self-esteem and relationships, Talking about for children: developing social skills. Previously we have used Beat Dyslexia, Plus 1, Power of 2 and Sound foundations. • Regular whole staff training to meet the differing needs of our current children including Dyslexia awareness, Autism awareness and Mental health and well-being training (delivered by CAMHs/Open Minds) and attachment and trauma training. Previously we have had Visual Impairment training and Down Syndrome awareness. • Carefully devised behaviour policy created by all stakeholders including the children in school. This includes a strict zero tolerance policy for bullying. • Long established, acknowledged and celebrated ethos of inclusion and equality

How do we help a child with **physical needs**?	In addition to Quality first teaching, which is the strong foundation we build upon, we also have: • Disabled toilet and showering facilities • Wheelchair access • Every class having access to equipment which helps writing: sloping boards; a variety of pencil grips; Thera putty, a variety of pens and other writing apparatus and a range of ICT equipment and touch-typing programmes • Use of differentiated sports equipment in PE – e.g., specialist balls • Variable height tables and chairs available. • Targeted occupational therapy & physiotherapy sessions • Close communication with relevant outside agencies
How do we help a child with **speech and language needs**?	In addition to Quality first teaching, we also have: • Well trained support assistants who regularly deliver 1:1 or small group work programmes. • 'SULP' (Social Use of Language) we call them 'SELC (Social Emotional Language and Communication)' groups with the children, taken by trained support assistants. • Delivery of programmes devised by speech and language therapists. • Close communication with relevant outside agencies. • Wellcomm: speech language and communication diagnostic toolkit and intervention, to identify any delayed language skills. • We have previously been part of the LINGO speech and language support project. This was funded by our local cluster.
How do we help a child with **sensory impairment**?	In addition to Quality first teaching, we also have: • Use of visual timetables in all classrooms. • Close communication with relevant outside agencies e.g., regular discussions with the ASD Team for strategies to support this area of learning. Previous input from Visual Impairment and Hearing-Impaired teams. • Access to multi-sensory resources. • Use of ICT embedded throughout teaching and learning. • A commitment to professional development of all staff as the needs of a child differ with age.
How do we help a child who has **social and emotional difficulties**?	In addition to Quality first teaching, we also ensure • RHE curriculum to promote emotional intelligence in our children. We use the SCARF scheme and all teachers have had recent training. • Staff training in ASD (Autistic Spectrum Disorder) strategies, so that all staff are aware and use appropriate strategies to support children with ASD's learning. • Access to specialist support for children with ASD and their families. • Emotional support and nurture for all and for those identified as needing extra, small group work or other interventions. • Trained staff • Children will be put into a SELC (Social, Emotional, Language and Communication group), depending on the area of social and emotional difficulties they need support with. • Resources: SULP (Social Use of Language) programme of study • Intervention support: baselined according to the following areas: Talking about for children: developing self-awareness and self-esteem, Talking about for children, relationships: building self-esteem and relationships and Talking about for children: developing social skills.
How do we help a child with **behavioural difficulties**?	• All staff trained in positive behaviour management strategies and many trained in conflict resolution. • Playtimes/lunchtimes staffed by TAs to ensure consistency, respect and understanding of children's needs.

	• Variety of after school clubs to promote self-esteem. • Behaviour policy which sets out when parents will be contacted – to support our work in school. • Close communication with relevant outside agencies. • At least 1 member of staff trained in "team teach" techniques. (Training numbers refreshed according to our pupils' needs.)

How do we help a child who needs support with **literacy**?	• Targeted ICT programmes – Oxford Owls, Reading Eggs, Seesaw, Clicker, LBQ, Nessy. • We pride ourselves in quality first teaching in the classroom. • Pupils in lower KS2 will be taught as a small group of pupils who are working at a similar level and there will be additional or different support for some children (targeted and specific) and use of flashcards to develop recognition of common exception words. • We carry out targeted phonological awareness intervention (individual or in small groups) and targeted phonics 'keep up' intervention (individual or in small groups) • Targeted Reading ICT Programme- Reading Eggs and LBQ (Y6) • Monster Phonics to teach Phonics • Monster Phonics, Floppy phonics, Project X and Project Code books to support reading. • Extensive programme of 1:1 reading provided by Teaching Assistants. • 'Rapid Phonics' groups – small intervention groups for catch up phonics, using Monsters Phonics intervention scheme. • Dyslexia aware staff throughout school who use Dyslexia friendly teaching strategies and resources. • After diagnosis of Dyslexia- Key Stage 1 use Sound Foundations Bear necessities- Bear Necessities is designed for children who need extra support with the basics of learning to read; children who are not learning letter-sound correspondences and blending in whole-class teaching. Use Toe by Toe in LKS2 each day. This has fed through into UKS2 as the children moved through school. • Teaching Assistants to deliver individualised programmes for children with IEPs. • Personalised curriculum for SEN pupils when required. Starting points taken from PIVATs as well as development matters and the Early Learning Goals. • Additional resources are available to support learning: coloured overlays, coloured paper, coloured exercise books, coloured reading rulers, word mats, pre-teaching vocabulary sessions, etc.
How do we help a child who needs support with **numeracy**?	• We pride ourselves in quality first teaching in the classroom. • Pupils in lower KS2 will be taught as a small group of pupils who are working at a similar level and there will be additional or different support for some children (targeted and specific) and use of flashcards to develop recognition of common exception words. • Targeted ICT programmes – My Maths & TT Rock Stars, Numicon big ideas & Numicon breaking barriers intervention • Staff experienced in the use of 'Numicon' scheme in EYFS. • Teaching Assistants to deliver individualised programmes for children with IEPs. • Personalised curriculum for SEN pupils when required. Starting points taken from PIVATs. • Additional resources are available to support learning: coloured overlays, coloured paper, coloured exercise books, coloured reading rulers, number lines, times table grids, 100 squares, manipulatives, pre-teaching sessions, etc.

How do we support a child who has **medical needs**?	• Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school. • Team of trained first aiders. • Close links with school nursing team. • PEEPs (Personal Emergency Evacuation Plan) • Moving and Handling training
How do we help a child who has **English as an Additional Language (EAL)?**	We are committed to providing the highest quality support and learning environment to all our children. Currently this is not a major area where we have a need to address any children with EAL difficulties. As part of our review process, as and when needs are identified, suitable support will be put in place.
How do we support a child with **complex and multiple needs?**	• Experienced staff (several children with complex needs successfully educated at this school in recent years) • Regular training for staff, including Moving and Handling training. • Close communication with relevant outside agencies
Which **specialist services** do we access beyond the school?	We have current regular contact with the following services who give us support and recommendations: Specialist Inclusion Service, including ASD (autistic spectrum disorder). Previous pupils • have had support from the VI (visually impaired) and HI (hearing impaired) teams. • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Open Minds/Thriving Kirklees- CAMHS (Child and Adolescent Mental Health Service) • School nursing service • Family support intervention team • We are also part of the Lower valley and ECLC where expertise is shared between cluster schools. • We have a close partnership and support is provided with a SENCO from another school in Brighouse.
How will we include children in **activities outside the classroom** including school trips?	• Support assistants are deployed to support children with SEN during playtimes, lunch break and in out-of-school clubs as appropriate. • Extra staff deployed for trips to meet the stringent requirements of our risk assessments. • Attendance of pupils in vulnerable groups and pupils with SEN at clubs is monitored. • Parents and carers are consulted prior to trips for advice and guidance.
How do we prepare and support a child **for joining school and transferring to secondary school?**	• Visits to pre-school placements by SENCO and other school staff. • Children with EHCP's are allocated a support assistant as soon as possible and where possible introductions are made before the child starts school. • Extended visits to Reception Class are planned in the summer term before starting school. • Transition plans – extended visits to secondary school with primary school staff. Close liaison with all other settings involved in transition – good exchange of information and communication including face to face meetings for parents and SENCO's. • By liaising with the feeder high schools, extra transition visit can be arranged for any vulnerable pupils or those worried about the move to high school.

How will we meet a child's **personal care needs?**	• Intimate and Personal Care Policy in place which is adhered to by all staff. • All staff sign and adhere to a 'Code of Conduct'. • 2 disabled toilets, one of which has a shower, ensures space and sensitivity for some aspects of personal care. Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only call parents in an absolute emergency.
How will we develop **social skills** throughout the school day, especially break times?	• Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for children with an EHCP as appropriate. • Befrienders are trained by school to organise structured activities at break times. • Sports coach employed by school to organise structured activities at break times. Midday supervisors are trained in developing children's social skills. • Children who struggle in this area will be assessed and a baseline will be completed, according to all of the following areas, they will then start with their priority area through intervention- Talking about for children: developing self-awareness and self-esteem, Talking about for children, relationships: building self-esteem and relationships, Talking about for children: developing social skills
How do we allocate **resources?**	• One to one support given as specified in a child's EHCP Support • assistants deployed on a need-by-need basis. Our school employs a general support assistant for each class – time is allocated on a daily basis for individual/ small group work on IEP targets, sometimes combining with children with similar needs from other classes. • A specific parent consultation evening for the parents of children with IEPs. • Impact of intervention and support provided is monitored closely by all staff and SENCO. • All children regularly reviewed (at least once a term during Pupil Progress Meetings) and provision is matched to needs.
How do we ensure all **staff are well trained?**	• Regular training sessions for all teachers and support staff on SEN changes and updates. • Whole school training is part of the School Improvement Plan. Commitment to maintain levels of training if staff leave. • Well planned programme of CPD (continued professional development), accessing both external agencies and in-school support. • DSL & DDSL trained on a rolling programme.
How do we **raise awareness** of special educational needs for parents and the wider community?	• Assemblies / RHE activities Supporting charities for people with Special Needs • Achievements of children with SEN are celebrated in newsletters and other public documents. We have an open-door policy for all parents. We hold regular meetings and have introduced drop-in sessions for parents of children with SEN at consultation evenings.

Thank you for taking the time to find out about our local offer at St John's Academy – please do not hesitate to contact us for any further details.

Completed by	**Mrs Natalie Flear (SENCO)**
Date completed	**16.09.26**
Date reviewed	**Sept 2026**
Review date	**Sept 2027**