



How are Pupils at St. John's CE Primary School Supported?



<p>St. John's follows the 'Graduated Approach': supporting learning through the use of an on-going, four part cycle consisting of 'assess, plan, do review'.</p> <p>Assess: Pupils' learning and progress are assessed in a variety of ways. Plan: Plans are put in place to support learning and remove any potential barriers. Do: The class teacher ensures that plans are implemented to support all pupils. Review: The impact on pupil progress is reviewed and next steps are determined.</p>		<p>TIER 4 Highly personalised Support / Specialist and Professional Agency Support. <i>Medium to long term intervention usually for individual pupils.</i></p>
<p>TIER 1 Whole School Approach. <i>Available to all pupils every lesson, every day.</i></p>	<p>TIER 2 Additional Targeted Support. <i>Short term intervention in small groups or for individual pupils.</i></p>	<p>TIER 3 More personalised Support / Specialist and Professional Agency Support. <i>Medium to long term intervention in small groups or for individual pupils.</i></p>
<p>General Ethos:</p> <ol style="list-style-type: none"> 1. A clear Vision and Values. 2. A Positive Behaviour Procedures which clarifies expectations; offers opportunities for addressing unacceptable behaviours; and rewards for positive behaviours. 3. Weekly 'Star of the Week' Celebration Worship; Class Dojo points given; 'Notes' and texts home to celebrate success; half-termly reward sessions. 4. Reflection times which focus on choices and solutions. <p>Wellbeing and Mental Health:</p> <ol style="list-style-type: none"> 5. Positive 'meet and greets' on entry to the school site with immediate intervention when required (Safe Space / Pastoral Support). 6. Mental health and wellbeing is prioritised: recognition of mental health and wellbeing events; Wellbeing Workshops; Worry Boxes in all classrooms; regular monitoring of class worry boxes; pupil self-referral system for Pastoral Support, time out option in the 'safe space'. 7. Pupil roles and responsibilities: Prefects, Sports Captains, Library Leaders, Litter Pickers, Dojo Shop Managers. 8. Classroom adjustments: coloured reading rulers, fiddle toys, ear defenders, pencil grips, regular movement breaks, flexible seating arrangements, peer mentors, visual timetables, use of concrete equipment. <p>Curriculum, Teaching and Learning:</p> <ol style="list-style-type: none"> 9. An appropriately ambitious, broad and balanced curriculum. 10. Extra-curricular and memorable experiences. 11. Highly effective teaching with a priority that all pupils leave St. John's as competent and confident readers. Modelling, scaffolding and adapting to allow access to the curriculum for all learners. 12. Use of clear learning objectives and success criteria to ensure that pupils are involved in and take responsibility for their learning journey. 13. Regular learning checks to support long term memory retention (Flashback 4). 14. Use of supportive learning environments: worked examples; key vocabulary; tool kits; model texts. 15. In school assessments and standardised testing termly to identify possible needs and target interventions. 16. Attendance support: regular monitoring and challenge, and support offered where appropriate. 	<ol style="list-style-type: none"> 1. Intervention to address pupil progress: Phonics Bug, Nuffield Early Language Intervention, Accelerating Reading, Every Child a Reader (ECaR), Daily Reading and Spelling Diaries, Nessy Reading and Spelling Programme, Time to Talk, Socially Speaking, Plus 1 / Power of 2 maths, Lego Therapy, Precision Teaching, Lifeboat Read and Spell Scheme, Cool Kids Motor Skills Programme, Write from the Start, Start Write Stay Right, Pindora's Box, Fizzy Programme (ELSA training in progress). 2. Pastoral Support. 3. Liaison with parents / carers. 4. Positive behaviour charts. <p>Further support may be sought through referrals to outside agencies / professionals for additional support:</p> <ul style="list-style-type: none"> • Behaviour Support. • Speech and Language Therapy. • Autism Inclusion Team. • Special Educational Needs Inclusion Service (SENIS). • Staffordshire Educational Psychology Service (EP). • The SEND and Inclusion Hub. • Physical Difficulties Support Service (PDSS). • Child and Adolescent Mental Health Services (CAMHS) / Action for Children. • Tier 2 family support: Family Action. • Tier 3 family support: Early Help Assessment (EHA) via Staffordshire Children's Advice Service. 	<ol style="list-style-type: none"> 1. Support from the outside agencies / professionals listed under Tier 2. 2. Pupil Support Plans (PSPs) which personalise the 'assess, plan, do, review cycle'. 3. PSPs which follow the recommendations of outside agencies / professionals. 4. Pupil Profiles which list reasonable adjustments required in the classroom and recommendations made by outside agencies / professionals. 5. Use of PIVATS to track small steps of progress (Performance Indicators for Value Added Target Setting). 6. Health Care Plans. 7. Risk assessments. 8. Speech and Language Therapy (external). 9. Occupational Therapy / Physiotherapy (external). 10. Additional funding applications. 11. Internal and external suspensions. 12. Adapted timetables. 13. Home School Diary. <p><i>* Discussions with parents / carers may take place regarding adding pupils to the school SEND register (Special Educational Needs and Disabilities).</i></p>
<p>Assessments</p>		
<p>Internal:</p> <p>Early Years:</p> <ul style="list-style-type: none"> • Locke and Beech Assessment <p>Cognition and Learning:</p> <ul style="list-style-type: none"> • Termly NfER Assessments. • Half termly KS2 Accelerated Reader assessment. • York Assessment of Reading Comprehension (YARC). • Salford Reading Assessment. • Nessy Quest Dyslexia Screen. • ECaR / Accelerating Reading Assessment / Phonics assessment. <p>Communication and Interaction:</p> <ul style="list-style-type: none"> • Speech and Language Progression Tools / Afasic Scales. • Staged Pathway Toolkit. • Sensory Sensitivity Checklist. • Mind map of difficulties. • NELI / Time to Talk / Socially Speaking. • British Picture Vocabulary Scale (BPVS). <p>Social, Emotional and Mental Health:</p> <ul style="list-style-type: none"> • Boxall Profile. <p>Sensory / Physical:</p> <ul style="list-style-type: none"> • Motor Skills United. 	<p>External:</p> <ul style="list-style-type: none"> • Statutory testing: Reception Baseline Assessment, Phonics screen, Year 2 and 6 SATs, Year 4 Multiplication Check. • SENIS / EP assessment. • Child and Adolescent Mental Health Services (CAMHS). • EHA (Early Help Assessment) / Social Care Assessment. • EHCP (Education Health Care Plan assessment). • PDSS / Occupational Therapy Assessment. 	

SHINE like the Star you are.