



St. John's CE Primary School
Wetley Rocks

Special Educational Needs and Disability Information Report

Prepared by:	Sarah Stone
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Approved by	Governing Body: 10.11.25

Aims of this SEND report:

- To ensure that children and young people with special educational needs or disabilities (SEND) fully engage in all activities of the school alongside their peers, achieve their full potential, become confident individuals and make successful transitions.
- To ensure that reasonable adjustments are made for those pupils with SEND ensuring full access to the curriculum and the environment.
- To provide special educational provision for pupils where required for:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory and / or physical needs
- To request, monitor and respond to parent / carers and pupil views to ensure collaborative and positive relationships.
- To ensure a high level of staff expertise to meet pupil need through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies where required to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision."

Code of Practice 2014

How does our school know if children need additional support?

We know when pupils need additional support if:

- Concerns are raised by parents / carers, teachers, the pupil's previous school or the pupil themselves.
- Tracking of attainment outcomes indicate a lack of progress.
- Pupil observation and assessment indicates that they have additional needs in one of the four areas of need.

What should I do if I think my child has Special educational needs?

If you have concerns, discuss these with your child's teacher, or the Special Educational Needs and Disability Coordinator (SENDCo). St. John's has an open door policy. You can contact the school via the school office or contact the SENDCo directly (01782 550309 / office@st-johns-wetleyrocks.staffs.sch.uk)



The SENDCo at St John's is:

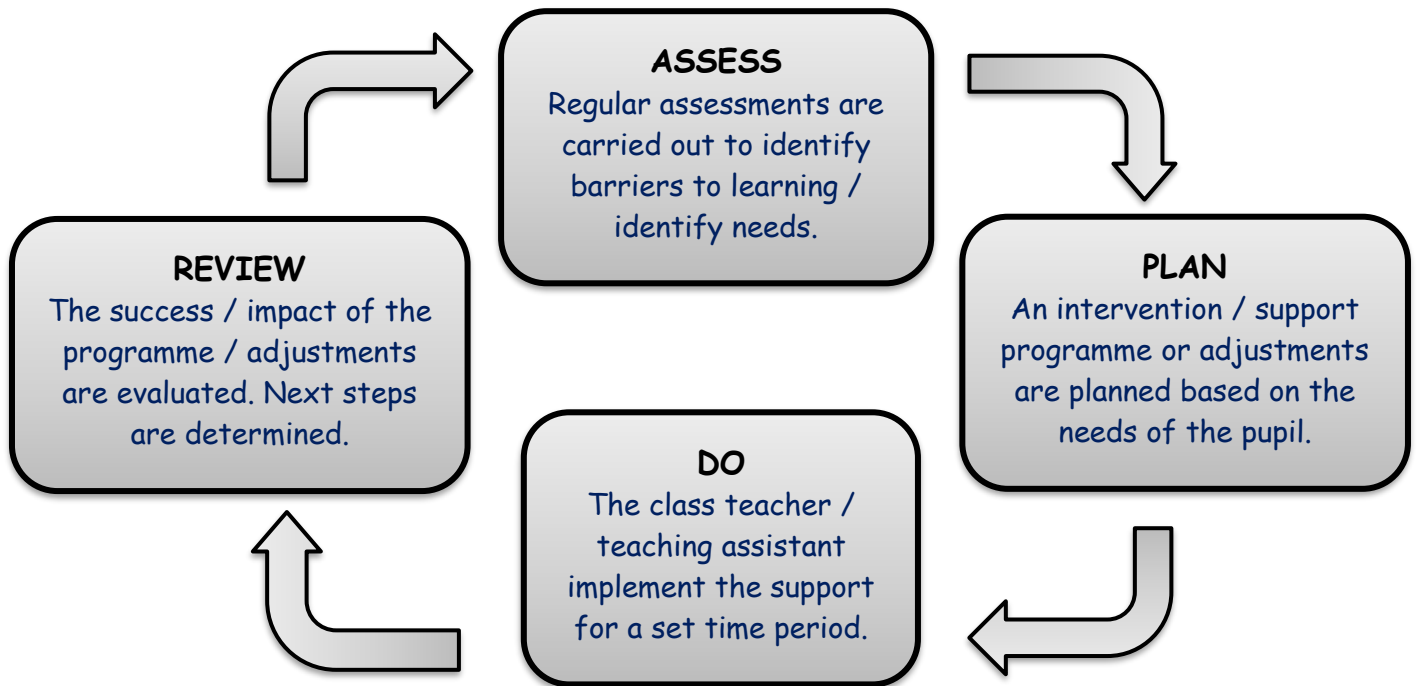
**Mrs S Stone /
01782 550309**

sstone@st-johns-wetleyrocks.staffs.sch.uk

How will I know how the school supports my child?

- The '[Supporting Pupils at St. John's Graduated Approach](https://www.st-johns-wetleyrocks.staffs.sch.uk/key-information/send/)' details of how children are supported at St. John's. (<https://www.st-johns-wetleyrocks.staffs.sch.uk/key-information/send/>)
- All pupils will be provided with high quality teaching that is adapted as required to meet their needs to ensure equity and equality.

- Pupils are supported through a combination of reasonable adjustments and / or intervention to ensure access to the curriculum.
- Pupils who are failing to make expected levels of progress are identified quickly through assessment. Provision is determined using a continuous assessment cycle:



- If review of the action taken indicates that a child meets the definition of SEND, this is discussed with parents / carers and the pupil will be added to the SEND register for their journey of 'SEND Support'.
- SEND support will be recorded on a *Pupil Support Plan* (PSP) that will identify a clear set of expected outcomes / targets, or reasonable adjustments which are required to support the pupil.
- Progress towards these outcomes / targets will be tracked and reviewed termly (more often if appropriate) with the parents / carers and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions and quality whole class teaching, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent consultation and with permission. This may include referrals to:
 1. Special Educational Needs Inclusion Service (SENIS)
 2. Autism Inclusion Team (AIT)
 3. Hearing Impairment team (HI)
 4. Visual Impairment team (VI)
 5. Educational Welfare Officers
 6. Physical Difficulties Support Service (PDSS)
 7. Social Services / Early Help Team / The Gingerbread Centre.
 8. CAMHS (Child & Adolescent Mental Health Service) / Staywell.
 9. Occupational Therapy
 10. The Behaviour Support Team
 11. The Staffordshire Moorlands SEND and Inclusion Hub
 12. Educational Psychologist
- Access arrangements are in place to support pupils to ensure they are not at any disadvantage when completing assessments including more formal assessments eg Year 1 Phonics Screen / The Year 4 Multiplication Times Table Check / KS2 Statutory assessments.

- For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

How will the curriculum be matched to my child's needs?

- Teachers plan using their knowledge of pupils' capabilities, adapting work to match the ability of pupil and / or using strategies and resources to enable pupils to achieve learning objectives and prevent disadvantage. When a pupil has been identified as having special educational needs, their work may be adapted, or reasonable adjustments will be made to remove barriers to learning and scaffold learning to enable them to access the curriculum.
In addition, they may be provided with further support which could include advice from the school SENDCo and supporting agencies, or specialised equipment / resources, for example use of ICT and/or additional adult help.
- Meeting the needs of pupils may require the learning environment to be adapted. This can include: seating arrangements; layout of the classroom; the information which is on display; use of specialised furniture; lighting and noise levels. Such reasonable adjustments will be decided in collaboration with parents / carers and a 'Pupil Support Plan' to formalise these adjustments will be written so that all staff are aware of a child's personalised needs.

How will I know how my child is doing?

Progress towards the identified outcomes and the impact of adjustments will be shared with parents termly through the school reporting system, parents' evenings and additional meetings where required. Furthermore, there are a number of other opportunities to discuss, share and celebrate progress (celebratory events / texts home / Celebration Worship).

What opportunities are there for parents to voice their opinions?

Our parents' opinions and contributions are highly valued at St. John's. Parents are welcome to contact us at any time. We have a number of other additional contact opportunities: parents' evenings, transition meetings, meetings involving external agencies and parent surveys.



What opportunities are there for pupils to voice their opinions?

Equally, our pupils' opinions and contributions are highly valued. Pupils have a number of formal opportunities to voice their views:

- Termly parents' evenings
- Pre, during and post intervention discussions
- School council meetings
- Pupil interviews / questionnaires
- Class worry boxes
- Pupil wellbeing and safeguarding checks

How will you help me to support my child's learning?

- The school website contains details of support groups and organisations which can offer support.
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- [Staffordshire Connects](#)
- SENDIASS (Staffordshire Family Partnership).

SENDIASS Staffordshire Family Partnership is for parents and carers of children with special educational needs.

This team help develop closer links and better communication between families and all involved with their child.

This could include schools, education and social care, voluntary organisations and other professionals involved with a child who may have a special educational need.

Contact: 01785 356921



[Click here for the SENDIASS website. \(https://www.staffs-iass.org/home.aspx\)](https://www.staffs-iass.org/home.aspx)

Where can I find information from the Local Authority?

The 'Staffordshire Connects' website contains lots of useful information, support and services for children and young people aged 0-25 with special educational needs or disabilities. (SEND).



The 'Local Offer' can be found by clicking the link below.

[Click here for The Local Offer.](#)

What support will there be for my child's overall well-being and attendance?

The school offers a wide variety of support for pupils and families:

- Our Personal, Social, Health Education (PSHE) and RSE (Relationships and Sex Education) curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- All staff promote positive behaviour management systems; bullying is not tolerated at St. John's. Our Positive Behaviour and Anti-bullying policies can be found on the school website.

[Click here for school policies: https://www.st-johns-wetleyrocks.staffs.sch.uk/policies/](https://www.st-johns-wetleyrocks.staffs.sch.uk/policies/)

- St. John's offers Pastoral Support, and has a trained ELSA (Emotional Literacy Support Assistant) who works alongside the SENDCo and the Wellbeing Lead to provide pupils with personalised intervention and opportunity to discuss their concerns in an informal, safe environment.

Pupils, parents and staff can refer to this support as required.

Further action / referrals may be made if appropriate:

- referrals to outside agencies, for example CAMHS (Child and Adolescent Mental Health Service / The Early Help team / The Gingerbread Centre / StayWell.
- a Pupil Support Plan (PSP) may be written which lists reasonable adjustments / intervention to support the child's well-being.
- St. John's provides regular information about the importance of attendance, has an attendance policy in place, and works closely with Staffordshire Education Welfare team to support good attendance.
- We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the [Equality Act of 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents).
(<https://www.legislation.gov.uk/ukpga/2010/15/contents>)



Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan compiled in partnership with parents, advice from health professionals and, if appropriate, the pupil themselves. All medicine administration procedures adhere to the DfE guidelines included within [Supporting pupils at school with medical conditions \(DfE\)](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) (<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>).

What training do the staff supporting children and young people with SEND undertake?

The SENDCo has completed the National Award for SEND Coordination, has a PGCE in Moderate Learning Difficulties, and a level 3 qualification in Supporting Children's Speech, Language and Communication Needs.

Staff training includes:

Precision Teaching (SENDCo / Teaching Assistants)
Adverse Childhood Experiences (SENDCo / Class teachers)
Autism Awareness (SENDCo / Class teachers)
Accelerating Reading (SENDCo / Literacy Lead)
[EP Literacy Approach](#) (SENDCo / Teaching Assistants)
ELSA (Emotional Literacy Support Assistant)
Nuffield Early Language Intervention (Early Years staff)
Mental Health First Aid / Mental Health Lead training (SENDCo / Wellbeing Lead / Pastoral Support Lead).

How accessible is the school environment?

- The school has a disabled car parking spot next to the school building.
- There is a disabled toilet available for pupils, staff and visitors.
- All corridors and entrances are double door widths and accessible for wheelchairs.
- All outside doors have ramps to the playground and school entrance area.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities (including school visits).
- The school's Accessibility Policy can be found on the [school website](#).

How will the school prepare and support my child when joining or transferring to a new school?

A number of measures are in place to enable effective pupil's transition. These include:

On entry:-

- Where appropriate, a transition plan will be put in place.
- Parents / carers are invited to a meeting at the school where measures to support transition are discussed.
- The Early Years Lead visits the settings of pupils who are due to start in Reception.
- The SENDCo and, or Early Years staff meet with staff from pre-school / external agencies where appropriate.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to discuss transition.

Transition to the next school

- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. Where appropriate, these opportunities are further enhanced for pupils with special educational needs eg with additional visits / transition plans.
- The annual review in Year 5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to support pupils from a number of sources: each pupil in a mainstream school receives a core budget or Age Weighted Pupil Unit (AWPU), and the National SEND budget.

For those pupils with the most complex needs with Education, Health and Care Plans, there may be additional funding allocated from the Local Authority.

This funding is then used to provide the equipment, facilities or adult support through:

- Small group support from teaching assistants e.g. literacy and numeracy support.
- Specialist support from teaching assistants, e.g. 1:1 focussed intervention / ELSA / Pastoral Support.
- Support to implement advice from external agencies e.g. speech and language support.
- Provision of specialist resources.

Please see '[Supporting Pupils at St. John's Graduated Approach](https://www.st-johns-wetleyrocks.staffs.sch.uk/key-information/send/)' for full details of how children are supported at St. John's. (<https://www.st-johns-wetleyrocks.staffs.sch.uk/key-information/send/>)

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have any concerns regarding your child's schooling please contact the following:

1. Your child's class teacher.
2. The SENDCo.
3. The head teacher.
4. For complaints, please see the school [complaints procedures](#).



The Headteacher / SENDCo:

Mrs S Stone / 01782 550309

ssstone@st-johns-wetleyrocks.staffs.sch.uk

How is SEND Provision evaluated?

The provision for pupils with SEND is continually assessed and adapted to ensure the best possible support is in place using the following:

- Feedback from parents, staff and pupils.
- Intervention evaluation.
- Quality Assurance by Governors / Senior Leadership.
- Observations.
- Data analysis.

Staff at St. John's look forward to welcoming you to our school.

SHINE like the star you are.

Appendices

Clause 64

The Special Educational Needs (Information) Regulations came into force on 1st Sept 2014.

This clause provides details on the prescribed information that must be included in the school **SEN information report**. Mainstream schools must include information on schedule 1. This must then be published on the school website.

Schedule 1 Regulation 3(a)

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.
2. The school's arrangements for assessing the progress of pupils with special educational needs
3. The name and contact details of the SEN co-ordinator.
4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
6. The role played by the parents of pupils with special educational needs.
7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Revision of the SEN and Disability Code of Practice

Schools

4.34 Schools have additional duties under the Special Educational Needs and Disability Regulations 2014. Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.

4.35 The information must also include information about **the arrangements for the admission of disabled pupils**, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils and the schools' accessibility plans. The school-specific information should relate to the school's arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.

Second revision of the SEND Code of Practice April 2014:

<https://www.gov.uk/government/consultations/revision-of-the-send-code-of-practice-0-to-25-years>

Schools admission:

<https://www.gov.uk/government/publications/school-admissions-code>

Staffordshire guidance:

<https://www.staffordshire.gov.uk/Education/Admissions-primary/home.aspx>