

Leigh St John's C.E. Primary School



SEND Information Report

Date of last review: January 2024 then September 2025

CONTENTS

1. What is SEND?	4
2. What is a SEND Information Report?	4
3. AREAS OF SEND	4
What types of SEND does the school provide for?	
4. IDENTIFICATION	5
How does school know if a child needs help?	
What should I do if I think my child may have a special educational need?	
5. ASSESSMENT	6
How will the school continue to measure my child's progress?	
6. SUPPORT	7
How will the staff at St. John's support my child?	
7. CURRICULUM	8
How will the school adapt its curriculum / teaching for my child?	
8. COMMUNICATION WITH PARENTS	9
How will I be involved in decisions made about my child's education?	
9. WELLBEING	10
How will the school support my child's mental health, emotional and social development and overall wellbeing?	
10. SPECIALIST HELP	11
What specialist services and expertise are available or accessed at school?	
11. TRAINING	11
What training do the staff who support children with SEND access?	
12. INCLUSION	11
How will my child be included in activities outside the classroom, including school trips?	
13. ACCESS	12
How accessible is the school environment?	
14. TRANSFER	12
How will St. John's prepare and support my child to join the school, transfer to a new school or their next stage of education and life?	
15. RESOURCES	13
How are the school's resources allocated and matched to children's special educational needs?	
16. DECISION MAKING	14
How is the decision made about what type of support and how much support my child will receive?	
How will my child be involved in decisions about their education?	
17. LOOKED AFTER CHILDREN	14
What support is in place for looked-after children?	
18. ADMISSIONS	15
How does the school make sure the admissions policy is fair for all pupils with SEN or a disability?	
19. USEFUL CONTACTS	15
Who can I contact in school for further information?	
20. COMPLAINTS	15
What should I do if I have a complaint about my child's SEND support?	
21. SUPPORT	15
What is the Local Offer?	
What other support is available for me and my family?	

Name of the Special Educational Needs Disability Coordinator

Mrs. N. Hatton

Address:

Leigh St. John's CE Primary School

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Leigh

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Tel:

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SEND Governor:

Vivien Hilton

1. WHAT IS SEND?

SEND stands for Special Educational Needs and / or a disability. Children with SEND can be affected in many ways throughout their school career and beyond, and they often require provision that is additional to or different from the rest of the class.

Our school has a variety of key policies which directly link with our provision for SEND pupils e.g. SEND Policy, Admissions Policy, LSJP Complaints Procedure and Accessibility Plan.

All the above policies can be found on our school website:

<https://www.leighstjohnsprimary.wigan.sch.uk/>

2. WHAT IS A SEND INFORMATION REPORT?

All schools are asked to produce a SEND information report, which sets out in detail their approach, resources and provision for pupils with SEND (Special Educational Needs and/or Disability). This is the document you are reading now, and it is hoped that it will help families achieve greater choice and transparency.

At Leigh St. John's CE Primary School, we will ensure that all barriers to equal access in our school are removed or overcome for all pupils, including those with a SEND need. We will monitor and track progress of all children so that the support provided is as effective as possible. We welcome and encourage the full engagement of parents and carers; where necessary, we seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

3. AREAS OF SEND

What type of SEND does the school provide for?

Pupils with SEND will be admitted to Leigh St. John's CE Primary in line with the school's admission policy. Our school provides for pupils within the *four areas of SEND* (see glossary):

AREA OF NEED	EXAMPLE OF CONDITION
Communication and Interaction	- Autism spectrum disorder - Speech and language difficulties
Cognition and Learning	- Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia
Social, Emotional and Mental Health	- Attention deficit hyperactive disorder (ADHD) - Attention deficit disorder (ADD)
Sensory and/or physical	- Hearing impairment - Visual impairment - Multi-sensory impairment - Physical impairment

4. IDENTIFICATION

How do we know if children need extra help in school?

The SEND Code of Practice states that:

‘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...’

This may occur for one of the following reasons:

- The child has a significantly greater difficulty in learning than the majority of children of the same age. This may be for a variety of reasons.
- The child has been identified as having a specific learning difficulty such as dyslexia, dyspraxia etc.
- The child has a disability that prevents or hinders the child from making use of educational facilities that are generally provided for children of the same age.

Our links with the Early Years Inclusion Team and other settings enable us to liaise regarding children with SEND who may transfer to the school from nursery provision. Other relevant documentation (via the Speech and Language Therapy Departments, Educational Psychologists, Pediatricians etc.) may also aid early identification prior to school entry.

The records of children transferring from other primary schools will be carefully checked to aid identification and discussions will take place with the child's class teacher and parents.

When concerns about a child arise during their time at St. John's, the Inclusion Manager/SEND CO (Mrs N. Hatton) is consulted, and staff begin following the steps detailed in the school's formal identification process for SEND (see appendix 3). If a child still does not make improved progress and those adults working closely with the individual or parents still have a concern, the child's level of support will be increased in line with our graduated response (see appendix 1).

What should I do if I think my child may have a special educational need?

At Leigh St. Johns, we recognise that working in partnership with parents to ensure early identification of SEND is paramount. If you have any concerns about your child, please follow the steps outlined below:

1. Tell us about your concerns

If you think your child might have a Special Educational Need and/or Disability, the first person you should tell is your child's class teacher. You can share any concerns with them by phone, face-to-face or on tapestry.

They will pass your message onto the school's SENDCO, Mrs Hatton.

2. We will invite you to a meeting

We will arrange a meeting to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

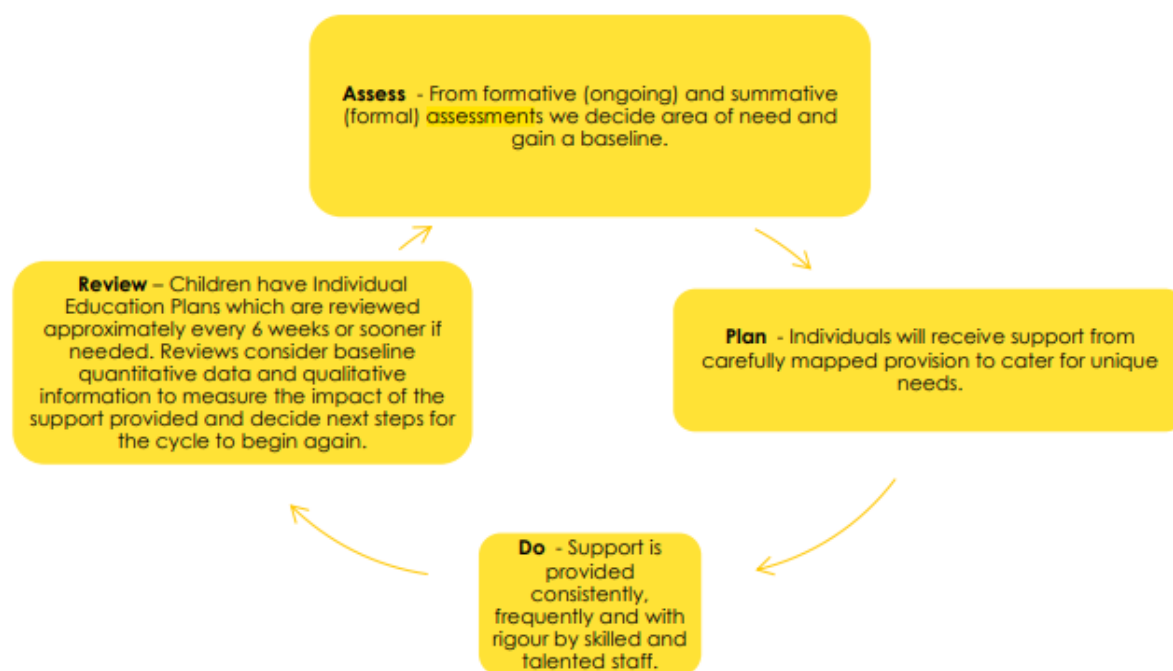
3. We will begin following the school's formal identification process for SEND

If we decide that your child may need SEND support, we will begin following the steps set out in the school's formal identification process for SEND, which can be found in our SEND policy and in appendix 3 of this document.

5. ASSESSMENT

How will the school continue to measure my child's progress?

Regular opportunities to assess ALL children have been implemented to ensure that additional need(s) are identified early and are continually monitored. At St John's, we follow a cycle of 'Assess, Plan, Do, Review' to determine the progress that your child is making:



As a part of the planning stage, we will set outcomes that we want to see your child achieve.

Whenever we run an *intervention* (see glossary) with your child, we will assess their starting points before the intervention begins. This is known as a 'baseline assessment.' We do this so we can see how much impact the intervention has had on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need to access additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

Each child's progress is scrutinised termly by the Head and Deputy Headteacher and followed up with pupil progress meetings to evaluate each child's learning journey and formulate immediate plans for the next steps in their learning.

Examples of assessment include but are not limited to the following:

- WellComm Speech and Language Toolkit
- Regular phonic assessments, including Year One Phonic Screening
- End of Key Stage One SATs
- Boxall Profile
- Termly assessments (NFER booklets)
- Nessy Dyslexia Screening
- End of Key Stage Two SATs

6. SUPPORT

How will the staff at St John's support my child?

Once a child has been identified, the SENDCO will meet with the class teacher to assess the support necessary. St John's invests in very talented and caring teachers and highly qualified teaching assistants who support each child's individual learning needs and help maintain excellent adult/child ratios. The class teacher, with the support of the SENDCO, is responsible for providing interventions and targeting support, monitoring its quality and evaluating its impact.

To ensure children and their families are supported, St John's School will:

- Gain children's views, listen to their feelings, opinions and ideas and help them achieve their goals.
- Meet frequently with parents to ensure they are regularly updated on progress, share their views and are involved in decision making.
- Ensure that individuals and groups are identified in planning (where necessary) by making reasonable adjustments to learning challenges and tasks. Support may be provided by the teacher, in class, working in small groups or individually according to their needs.
- Develop Individual Education Plans (IEP) which will be written and implemented in partnership with parents.
- Ensure IEP targets and other curriculum targets in English and Mathematics be reviewed termly. Teachers will consider intervention / support strategies and groupings for these pupils and make necessary changes.
- Seek advice from support services to provide specialist assessment and advise teachers on setting targets for learning, learning strategies, and resources.

- Ensure that teachers and class teaching assistants (TA) are fully trained to support any additional needs a child may have.
- In some cases, enable children to work with Specialist Teachers, TAs or Health Care Professionals.
- Ensure the SENDCO reviews, supports and targets resources to provide for the needs of the individuals and fulfil the requirements of the Code of Practice 2014.

7. CURRICULUM

How will the school adapt its curriculum/teaching for my child?

Your child's teachers are responsible for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the pupil works best.

These adaptations include:

- Devise planning which is highly adapted to ensure all children make good or better progress and work towards the same end points set out for all pupils.
- Select themes that are carefully decided upon to ensure all children have equal access to the learning experiences.
- When necessary, ensure additional support be provided to help children access all learning opportunities.
- Devise with parents 'Individual Education Plans' which ensure children are developing skills and knowledge more rapidly.
- Children will be taught in the group size they require in order to enjoy the school curriculum.
- Devise a 'School Provision Map' that shows the range of additional support taking place in our School for children who require extra help in their learning. All the interventions we use should be effective in supporting the children to make rapid and increased progress.
- Seek expertise from outside/external agencies in order to better match the curriculum to the child's needs.

To obtain further information regarding how teaching is adapted for SEND pupils in line with our graduated approach, see [appendix 2](#). This information can also be found within our SEND policy.

8. COMMUNICATION WITH PARENTS

How will I be involved in decisions made about my child's education?

Parents are the most important part of any child's learning journey; therefore, we strive to ensure parents' wishes are met where possible. School will always seek their feelings and perspectives on their child's development - parents are very highly regarded and valued. We encourage active partnerships between school and parents through ongoing dialogue.

To ensure parents are well informed, St John's will:

- Inform parents when they first identify that a child has SEND and explain the purpose of any intervention or programme of action.
- Set clear outcomes, which will be shared during parents' evenings, Individual Education/Behaviour Plan (IEP/IBP meetings) and meetings with external agencies. School actively encourages parents to attend all such meetings.
- Make clear what additional support will be put into place for children at school and provide strategies that could be used at home: we will provide master classes, workshops and share learning videos through our multi-media messaging service.
- Ensure that parents understand procedures and have knowledge of their child's entitlement within the SEND framework.
- Respect the differing needs of parents themselves such as a disability or communication barrier.

At St. John's, we know that parents/carers are the experts when it comes to their child's needs and aspirations; consequently, we expect them to reciprocate and communicate regularly with the school, alerting us to any concerns they have about their child's learning or provision.

9. WELL BEING

How will the school support my child's mental health, emotional and social development and overall wellbeing?

The wellbeing of any child at St. John's is paramount and the highest of priorities of all staff. Our whole school ethos is one where everybody is important, and everybody is cared for. Children feel secure and trust staff; therefore, they talk happily with members of staff if they have any concerns or worries. We are lucky to offer the support of a highly talented Pastoral Team (Lesley Hughes and Kerry Boneham) who offer emotional support for both children and their families. The Pastoral Team focus on children with medical, social, emotional and behavioural needs and/or those who may have a medical disability or health care needs.

To ensure children's overall wellbeing is high, St John's will:

- Immerse children in an environment which oozes love, care, compassion and positivity.
- Provide access to nurture groups aimed at creating positivity, confidence and wellbeing or similar sessions which develop areas of specific personal, social or emotional need.
- Be supported through the use of social stories to support changes in their lives.
- Have the highest priority (alongside children entitled to the pupil premium) to access various before, lunch and after school clubs which will increase social experiences. These provide opportunities to explore activities that they do not have access to outside of school.
- Provide access to lunch time support by the Pastoral Team for those children who need additional care with behaviour.
- Have 'Health Care Plans' with detailed information which are prepared by school in partnership with parents/carers to ensure all staff are aware of any medical needs and the actions which must be taken to ensure a child's wellbeing. This information is kept on an individual child's data collection form.
- Administer medicines if prescribed by a doctor and a letter of authorisation is completed by the parent.
- Provide care by staff at St. John's who hold a Paediatric First Aid certificate.

10. SPECIALIST HELP

What specialist services and expertise are available at or accessed at school?

The school works in co-operation with Support Agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school. The school works with the following agencies to provide a high quality integrated service.

- Targeted Education School Support Team (TESS)
- Child Protection Advisors
- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Service)
- Gateway 0-19 years Support Service
- PASS (Physical and Sensory Service)

- Social Care
- Speech and Language Therapist
- Occupational Health Team
- Physiotherapy
- Bridgewater Health Service (Pediatricians)
- School Nurse
- EMAS Team (Ethnic Minority Achievement Service)
- Early Years Inclusion Team

11. TRAINING

What training do the staff who support children with SEND access?

SEND features regularly as the priority staff meeting focus to ensure all staff have the best knowledge and skills to support children with any SEND and help them to reach their potential. We complete audits provided by the Local Authority Targeted Education Support Service Team (TESS) and share good practice ideas.

The SENDCO keeps abreast of all national and local policy, research and literature. Staff are informed of any national changes to SEND provision through regular meetings and informal professional dialogue. Training needs of staff are planned in relation to the implementation of the performance management framework and whole school priorities associated with SEND.

12. INCLUSION

How will my child be included in activities outside the classroom, including school trips?

Children with SEND have equal access to after school activities and school trips. Risk assessments are carried out, procedures are put in place and reasonable adjustments are made, such as additional staffing, extra time or amendments to the activity. If a health and safety risk assessment suggests that an intensive level of 1-1 support is required, a parent or carer may also be asked to accompany their child during the activity in addition to the usual staff. If there is a reason that is deemed to be limiting access to after school clubs, parents will be involved in taking actions with teaching staff to find ways of accessing these enriching experiences.

13. ACCESS

How accessible is the school environment?

As a school we are happy to discuss individual access requirements and make adjustments to meet these needs. Where a child may present with a physical disability, an occupational therapist team will be sought for advice to improve movement and access. Our current layout

meets all legal access requirements.

Facilities at present include:

- Ramp at the rear entrance into school to make the building accessible to all
 - Children's disabled toilet
 - Signs are displayed at different levels to ensure they are visible for wheelchair users
 - The EYFS are equipped with auditory support equipment
 - Changing facilities
 - Ethnic Minority Advisory Support team (EMAS) offer guidance and help communicate with families where English is not their first language
- (Also see School's Accessibility Plan)

14. TRANSFER

How will St. John's prepare and support my child to join the school, transfer to a new school or to their next stage of education and life?

On entering our Reception Class:

- The Pastoral Team and SENDCO will jointly do a number of visits to the nursery/pre-school of any child that has been highlighted to school.
- We will seek the views of key workers and parents on how the transition can be smooth and the necessary provision which needs to be provided when the child starts school.
- If necessary, school will visit the child at home, invite the child to attend extra 'Big School' time sessions and attend any necessary meetings with professional agencies such as Speech and Language Therapists.
- We will also follow any advice provided by the 'Early Years Inclusion Team.'
- We will meet with the child's previous setting's SENDCO to ensure all documentation/information is shared effectively.

Between Years:

- The current teacher and new class teacher will undertake an end-of-year transition meeting.
- End-of-year lessons with new teachers are scheduled to enable all children to become familiar with their new key adults, classroom environment and routines.
- 'Meet the teacher' meetings are held in the summer term to enable parents to get to know their child's new teacher ahead of September.

Change of School:

- The SENDCO and Learning Mentor will meet with the SENDCO from the receiving school. If this is not possible, they will communicate through telephone.
- Arrange visits to school from receiving teacher, if needed.
- Arrange visits to the receiving school if beneficial.
- Provide all SEND child folders to the SENDCO at the receiving school.

- The class teacher will complete the 'Change of School' form for the receiving school which will be sent with all children's books etc.

15. RESOURCES

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

Most children's needs can be met through Quality First Teaching ([see appendix 2](#)). When a child needs support in addition to these strategies, school carefully monitors budgets to ensure resources are allocated appropriately to match to needs. This is achieved in some of the following ways:

- The majority of the school's SEND budget is spent on providing additional highly qualified staff to support individual children in their learning. We presently commit to each class having a full-time teacher and teaching assistant. Where necessary, additional adults are deployed to support children with a specific SEND need.
- Expertise is sought from external specialists e.g. speech and language therapists, educational psychologists etc.
- St John's invests heavily in technology: every class has a bank of iPads, and from Y3-6, each child has their own iPad.
- This wealth of technology facilitates ready access to ICT programmes aimed at SEND pupils e.g. Nessy dyslexia screening, Century Tech.
- For children who have an EHCP, pupils sometimes receive additional funding from the Local Authority. When this is the case, school will produce a costed provision map detailing the child's provision and the cost to the school. The use of any additional funding is discussed with parents/carers during EHCP referral process and at annual review meetings.
- School always seek advice from TESS (Targeted Education Support Service) with respect to how funds are allocated for SEND pupils.

16. DECISION MAKING

How is the decision made about what type and how much support my child will receive?

We adhere to the SEND Code of Practice and use a graduated response when identifying and provisioning for children with additional needs. All people involved with the child will meet to discuss the area and level of support needed. Advice will be sought from various agencies and the views and thoughts of parents/carers to help decide on the support needed to achieve excellent outcomes for each child. The Headteacher will make the final decision on the level of

support provided for an individual child based on all information presented by the SENDCO and within school's current budget.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We acknowledge that no two children are the same, so we will decide on a case-by-case basis, with your input.

However, wherever possible, pupils are encouraged to attend meetings to discuss their progress and outcomes. Furthermore, pupil voice will be sought, either verbally or by asking them to complete a survey with the help of an adult, and their views are incorporated into their Individual Health Care Plans (IEPs), Individual Behaviour Plans (IBPs) and Education, Health and Care Plans (EHCPs).

17. LOOKED AFTER CHILDREN

What support is in place for looked-after and previously looked-after children with SEN?

The Senior Leadership Team and SENDCo will disseminate information related to how looked-after pupil's circumstances and their SEND needs might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP).

We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

18. ADMISSIONS

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

All children whose Education, Health and Care Plans (EHCP) name the school will be admitted before any other places are allocated. If the school is not oversubscribed, all applicants will be offered a place.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who meet the criteria laid out in the school's admission policy.

For full information regarding the school's admission policy, please visit our website or use the

following link: [admission-policy.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](https://primarysite-prod-sorted.s3.amazonaws.com/admission-policy.pdf)

19. USEFUL CONTACTS

Who can I contact for further information?

Headteacher: Emma Lightfoot 01942 672825

Deputy Headteacher/SEND CO: Natalie Hatton 01942 672825

Pastoral Team: Lesley Hughes and Kerry Boneham 01942 672825

SEND Governor: Vivien Hilton 01942 672825

20. COMPLAINTS

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made, in the first instance, to the SEND CO, Mrs N. Hatton.

All complaints will be dealt with in line with the school's Compliments and Complaints Procedure, which can be found on our school website: [Model complaints procedure \(primarysite-prod-sorted.s3.amazonaws.com\)](https://primarysite-prod-sorted.s3.amazonaws.com/Model%20complaints%20procedure.pdf)

21. SUPPORT

What is the Local Offer?

Under the Children and Families Bill, which became law in 2014, all Local Authorities are required to publish, and keep under review, information about the services that they offer for children and young people with disabilities and Special Educational needs aged 0-25. This is called the Local Offer. To see what support is available to you locally, please refer to Wigan Council's website: <https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

What other support is available for me and my family?

For links to the following websites, please visit our SEND page: [SEND | Leigh St. John's C.E. Primary School \(secure-primarysite.net\)](https://secure-primarysite.net/SEND-Leigh-St-Johns-CE-Primary-School)

- Department for Education: SEND Guide for Parents/Carers
- SENDIASS
- Embrace Wigan & Leigh
- Greater Manchester Autism Consortium Project
- Autism Services Directory
- National Association for Special Educational Needs (NASEN)
- British Dyslexia Association

- ICAN Charity
- Therapy and Specialist Support – Together Trust
- AnnaFreud
- Special Needs Jungle
- NSPCC
- Independent Provider of Special Education Advice (IPSEA)
- Tourettes Action

Glossary

- **Annual Review** – an annual meeting to review the provision in a pupil's EHC plan.
- **Areas of need** - the four areas of need describe the different types of needs a pupil with SEND can have. The four areas are communication and interaction, cognition and learning, physical and/or sensory, and social, emotional and mental health.
- **Adaptation** – when teachers make adjustments regarding how they teach and the learning challenges they provide in response to a pupil's needs.
- **EHC plan (EHCP)** – an education, health and care plan is a legally binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in which the school follows successive cycles of assessing pupils' needs, planning the provision, implementing the plan and reviewing the impact on the action on the pupil.
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.
- **Reasonable adjustments** – changes that the school must make to remove or reduce and disadvantages caused by a child's SEND needs.
- **SENDCO** – the Special Educational Needs and Disability Co-ordinator.
- **SEND** – Special Educational Needs and Disability.
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **SEND Information Report** – a report that schools must publish on their website that explains how the school supports SEND pupils.
- **SEND support** – special educational provision which meets the needs of pupils with SEN.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.



LSJP Graduated Response for SEND Pupils

MONITORING

This is our first level of identification. A teacher may notice some slight difficulties; they will differentiate provision and discuss initial concerns with parents and SENDCO.

At this level children are NOT identified on the school's SEND register.

CLASS SUPPORT (CS)

Children will receive additional specific and targeted support to help children progress to age related expectations. Children will have an Individual Education Plan (IEP) which will be written in partnership with parents. This is 'Low-level' support.

SCHOOL SUPPORT (SS)

School will work in partnership with children and their families to provide a highly personalised Individual Education Plan. Children will access further additional support beyond that offered at class support. A child will be moved to School Support when additional advice has been sought from an external agency like an Educational Psychologist. This is 'High-Level' support.

EDUCATION AND HEALTH CARE PLAN (EHCP)

School, family and external agencies will together make a decision when it becomes necessary for a child to be assessed for an EHCP. The purpose of an EHCP is to meet the special educational needs of a child to secure the best possible outcomes for them across education, health and social care as they get older and to enable children to move towards long term aspirations.

Appendix 2

Leigh St John's CE Primary School

EHCP

In addition to all the support detailed below, children who have an EHCP may receive:

Formal targets with longer time frames, working document that travels with the child, specialist and individual support for the child with input from the Class Teacher, annual reviews and regular meetings with parents, individualised timetable and curriculum, 1:1 support, personalised risk assessment.

School Support (SS)

In addition to all the support measures detailed below, children at School Support may receive:

Increased adult support, more specific targets, core learning support outside the classroom (1:1), staff training (team teach, dyslexia etc.), increasingly individualised interventions, SENDCo expertise used as part of a graduated response to co-ordinate support, support from external agencies, including: CAMHS, Speech and Language Therapy, Occupational Therapy, Educational Psychologist, GPs and paediatricians, school nurses, social services.

Class Support (CS)

In addition to the support measures detailed below, children at Class Support may receive:

Individual Education Plans (IEPs), targeted behaviour plans, boxhall profile, planned small group interventions, small phonics groups, in class support from Teacher / TA, specific learning programmes such as Nessy Dyslexia Screening, precision teaching, noise reduced environment / sensory space (Sunshine Room), social stories, time to talk, weekly nurture sessions with school learning mentor, colourful semantics, communication board, social stories, lego therapy, comic strip stories, bucket therapy, now and next board, comic strip stories, bucket therapy, now and next board, targeted handwriting practice, correct seating, access to audio resources, enlarged copies of text and resources, oral presentations as an alternative to written work, enhanced transition package, increased parental communication, adapted homework, additional time to complete tasks, additional thinking time, own work station, regular check ins with adults throughout the day, calming exercises.

All Children - Quality First Teaching

All children receive Quality First Teaching, which enables staff to address a broad range of learning needs:

Visual timetables, scaffolding in lessons e.g. worked examples and sentence stems, clear instructions, working walls, manipulatives, targeted one-to-one and group support, mixed ability groupings, shared tasks, independent learning, TA support, guided questioning, ELKAN strategies, drawn explanations, key vocabulary, checklists, prompt sheets, dyslexia friendly strategies, shared learning objectives, group reading, one-to-one reading, phonics, consistent behaviour strategies in line with the school's behaviour policy, consistent routine, breaking down learning into manageable chunks, identify and praise positive behaviour, SCARF PSHE scheme, achievement assemblies, adults show empathy and validation of emotions, supportive and welcoming classroom environment, teachers/adults modelling positive behaviour, regular communication with parents, assessment for learning, carefully devised seating plan, countdowns, timers, clocks, reminders of time, transitions are carefully managed, classroom responsibility, messy play, different coloured text used on boards with spaced out writing, desk at elbow height, repeat contributions from other children, keep background noise to a minimum, consideration given to natural and artificial lighting, gain pupils' attention before speaking, ensure a range of pen and pencil grips are available, check that information and instructions have been understood, model and teach careful listening with visual cues, organise classrooms to allow free movement, equipment clearly labelled and kept in the same space in the classroom, movement breaks, close links with nurseries to ensure smooth transition.

Leigh St. John's Formal Identification Process

What is the process for identify a child who may have SEND?

