

SEND Parent Information Report 2025-2026

Mrs Jones (SENDCO) is responsible for the Special Educational Needs and Disabilities (SEND) provision at St John's CE Primary School. To find out more about SEND at the school, browse through the report below, have a look at our SEND Policy on our website.

The school has clear and thorough guidelines for the identification and teaching of children with Special Educational Needs and Disabilities, (SEND). It is an inclusive school where all children are involved in every aspect of school life both inside and outside of the classroom.

A Special Educational Needs Co-ordinator, (SENDCO), Mrs Jones, works with the school to support and train staff, advise and co-ordinate the progress of children with SEND. The SENDCO will also liaise with relevant outside agencies and specialist services.

A 'Learning Plan' is constructed to support the specific needs of each child and is regularly reviewed by the class teacher with parents/carers. We seek to work in partnership with parents/carers and acknowledge that they have a very important role in supporting this work.

Parents may view the Special Educational Needs and Disabilities Policy which is available on the school website. A hard copy may be requested. This comprehensive policy is fully implemented and reviewed regularly.

To contact Mrs Jones (SENCO) please email sendco@stjohnswey.dsat.org.uk or phone 01305 785711.



St. John's
CE Primary School

The needs we currently support at St John's CE Primary School

How are pupils identified as possibly having Special Educational Needs (SEND)?

Occasionally, a pupil's needs were identified before they started school. When this occurs, we liaise closely with the pre-school setting and the Local authority to ensure all the relevant information regarding the pupil and their needs are passed on, to enable us to meet their needs successfully. Generally, teachers and parents are the people who initially raise concerns if a child is not making the progress that they were expecting. Following this, Mrs Jones monitors the pupil's progress through classroom observations, book scrutiny's and the use of formal assessments in Reading, spelling and maths. Sometimes a pupil's doctor refers them to see other professionals who send a report to school to offer advice and strategies to support the pupil in school.



What happened if your child has barriers to their learning?

Here is Francesca's story- this is just one example. It explains the processes we follow to assess, track and support pupils identified as having SEND at our school.

Francesca was working really hard at school but not always making the expected progress in her learning. At home, she was finding doing home learning very difficult and getting upset in the process.

As Francesca was not yet meeting her targets, Mrs Jones decided to discuss her needs at a SEN meeting with the Educational Psychologist and Specialist teacher to request additional support.

A Specialist Teacher met with Francesca and completed some assessments (these were little achievable tasks) to see if they could find better ways to help Francesca.

Francesca had a meeting with her class teacher and her parents to talk about her home learning and how school could help.

Class teacher met with Francesca's parents and shared a Success Plan with targets and in-school support. These targets and the support available to help her meet them were shared with Francesca. A one-page profile was also completed.

The Specialist Teacher wrote a report about what they had found out and said they thought that Francesca had dyslexic traits. They suggested some strategies and resources that would help Francesca in school and at home.

Francesca was still finding school work very tricky and her class teacher was concerned that although she was working hard, she was not making progress, so the class teacher completed a progress concern form.

Francesca, did not make the expected progress. She was added to the school's SEN register. This is an internal register which ensures children are able to access in-school support, and if necessary, support from external agencies. The register frequently changes to meet the needs of the children and is a fluid document.

Francesca and her parents met with her teacher and discussed her Success Plan to add in some of the suggestions from the Specialist Teacher. At the end of each term, the plan was reviewed and targets were adjusted when Francesca began to meet them

Mrs Jones (SENCO), went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, or asking Francesca to explain the task to her classroom TA before she begins to check understanding).

Francesca was still not making the expected progress. A Progress Review meeting was held between parents and class teacher to set SMART targets. These were worked on at school and home and closely reviewed.

At the moment, Francesca is making progress and beginning to catch up with her peers, as well as seeing the effort that she puts in rewarded. Mrs Jones continues to meet with the class teacher each term to discuss Francesca's progress and ensure the strategies in place to support her are still effective.

What will be developed further in the future? What are our plans for 2025-2026?

What we have developed and why?

TAs delivering interventions to support SEND children. Training has been provided for Fast Track R/W/Inc intervention to support development of fluency in reading for targeted KS2 learners.

Whole school training from MHST- Neurodiversity-strategies to support learning

Talk 21 Oracy and Drawing Club – developing vocabulary and talk to support writing

Attention Autism Intervention to support key pupils in attending to learning

Child centred annual reviews – What's working well? What needs to improve?

Whole school INSET- Positive Therapeutic Approach Training to support the development of a behaviour curriculum

Communication and support from Speech and Language and Hearing Support Teams – Class Learning Assistant to attend sessions with child

Coco – our PAT Dog used to support transitions into school for targetted children who find this hard

Extend Wellcomm assessments into Key Stage 1 to enable identification of continued need and progress.

ELSA intervention used to support children with emotional literacy targets.

Specialist Teacher to deliver learning programme training to the Learning Assistants and provide an opportunity to discuss learning plans.

What we plan to do in 2025-2026?

Develop **all** SEND children being able to articulate their Learning Plan targets.

Continue to build links between the classroom and interventions.

Continue to strengthen links with the Mental Health Teams for School for children, parents and staff.

Embed zones of regulation across the school within our behaviour curriculum

Ensure early identification so all children can thrive

Whole school to embed the use of Trick Box to support emotional regulation and personal development.

Continue to work with our Specialist Teacher and Educational Psychologist

Ongoing training from Specialist Teacher to support sensory within the classroom, vocabulary development

Teacher's knowing their pupils and making sure they plan carefully for them using appropriate scaffolds across all curriculum areas.

New format of learning plan identifying long term outcome for the year and the steps a pupil needs to take to achieve the long term outcome.

Everyone at St John's wants to be able to make school as positive an experience for the pupils and the parents as possible from the fabulous lunchtime supervisors to our amazing administration team. Below are a few friendly people who have had extra knowledge to help us.

Parents

Parents know more about their child than we will ever know and are the best source of information and insight we have on our pupils.

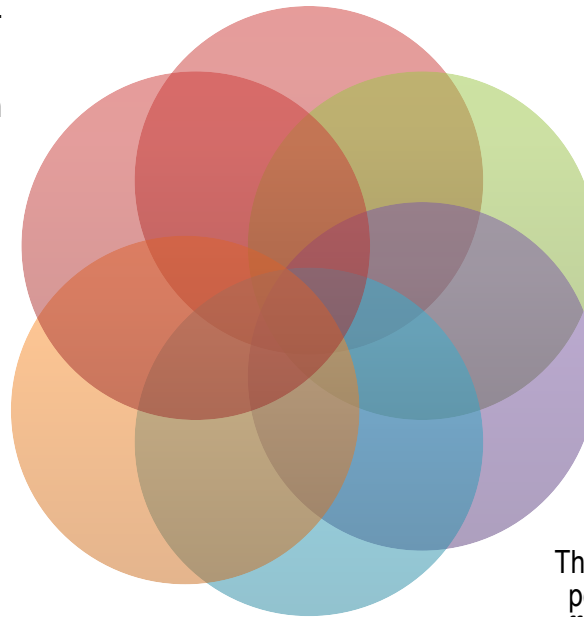


Outside Agencies

Sometimes we need some help from people outside of school. We closely work with an Educational Psychologist, and Specialist Teacher. Children on the Speech and Language register are seen by an NHS Speech Therapist and those with hearing impairments are seen by Hearing support. We also work with paediatricians to support our pupils along with staff from CAMHS, MHST, and the Chesil Family Partnership Zone.

Pupils

If we want to understand how to help best, we need to be talk to the children. The child is fully involved with their learning plan targets and in the reviewing of these. The child's voice is also captured on the individual passports. Our EHCP children also take an active role in the Annual Reviews.



Teaching Assistants

In all year groups, there is a Teaching Assistant (TA). In the mornings they support in class, pre teach and support SEND needs through reasonable adjustments. In the afternoon, they deliver interventions which are linked back to the classroom. During the interventions, they work on the SMART targets outlined in the child's Success plan.

Teachers

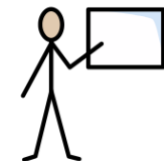
They are working with the pupils every day and are the people in school who know them best and can most effectively put provision in place to support them. They make reasonable adjustments and use adaptive teaching in the classroom to support the SEND children.

Pastoral Support



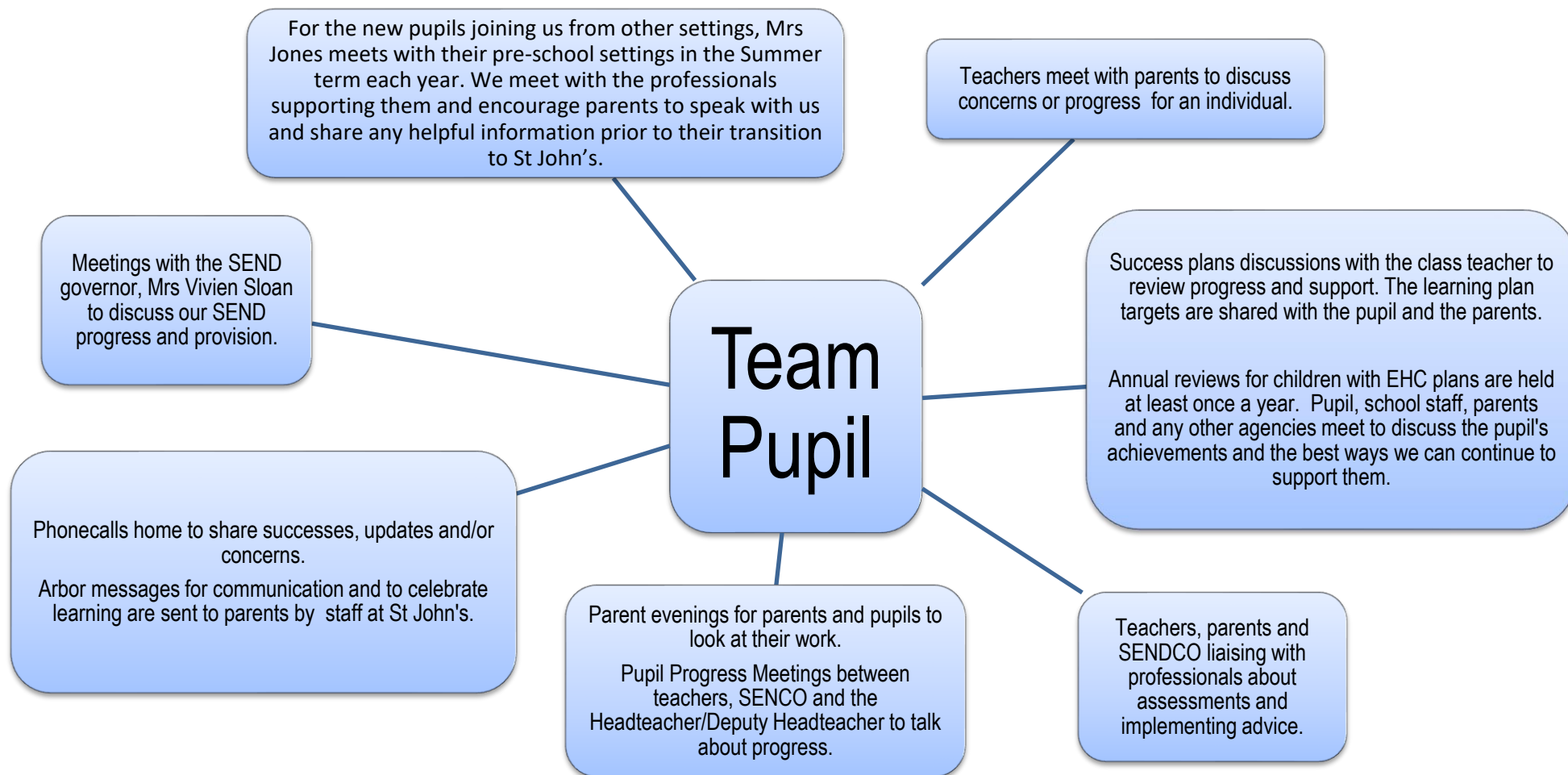
Family Support Officer: Our Family Liaison Officer, Mrs Heidi Martin, provides support, information and guidance to our families. She directs families to support outside of school.

Teaching Assistants: Nurture support is delivered by TAs with the aim to improve confidence and social learning in a supportive environment. We also support children by offering ELSA sessions and zones of regulation interventions.



How do we work as a team?

To ensure the best support is available for our pupils, we need to communicate the needs and support for each child throughout the school year. Miss Rist cannot do her job of SENCo without being part of a team. Below are some of the times we discuss children with SEND, their provision, reasonable adjustments and how to support them to make progress.



How else do we support our SEND pupils at St John's?

Transition

Working with pre-schools and secondary schools to ensure that all our pupils, particularly those with SEND, transition as well as possible. Arranging for staff to see them in their own settings and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on.

Where possible, the SENDCO from the secondary school comes to meet with the St John's SENDCO to support this. Enhanced transitions are organised if required.

For children with EHCPs, the secondary schools SENCO is invited to the child's Annual Review in the Autumn Term to support this transition.



Supporting teachers

At St John's where possible the class teacher leads the SEND process for a pupil in their class as they are the people working with the parents and pupils every day.

It is Mrs Jones's role to support them in this and to provide help signposting staff to ideas, resources and professionals who might help this further.

Mrs Jones will meet with class teachers every term to discuss the children with SEND, learning plan targets, progress, interventions and provision.

Parent/Carer Support

If any parent/carers has a question regarding the SEND process, the first port of call is the class teacher. If you need to speak to your child's class teacher, please email them via office@stjohnswey.dsat.org.uk

If the class teacher feels the best approach is for parents to meet with Miss Rist, they will always advise this. Miss Rist will get in touch to support the parent/carers.

Our Family Liaison Officer, Mrs Martin, is also available to support our families and children.

Mrs Martin will signpost parents/carers to external support services they may need to access e.g. respite care in the holidays, Young Carer services.

Complaints

If someone has a complaint regarding the SEND process, Mrs Jones would like to talk to them about it first, however, if they cannot come to an agreement then she would work through the official complaints process with them outlined on our website.

It is also part of her role to make complaints to outside agencies if she feels that the other professionals are not providing the best support for St John's pupils.

What's next?

Although we have lots of wonderful staff with different strengths and experience, we cannot always have the expertise within our school that is needed so we hope that this report highlights how we put our pupils first and investigate every avenue to help provide them with the support that they need, including seeking outside support from specialist professionals where needed.



Mrs Jones is always happy to talk to you about any concerns or questions you have about the information in this report or about your child. Her contact details are on the front of this document.

Please have a look at the appendices that follow the report for further information or support. For further information on our SEND provision, please refer to the Special Educational Needs and Disability Policy.

You can also contact Dorset Special Education Needs and Disability Information, Advice and Support Service (SENDIASS). They are a free, impartial and confidential service that provides information, advice and support to:

- Children and young people aged 0 to 25 with special educational needs and disability (SEND)
- Parents and carers of children and young people with SEND

For more information please visit <https://www.dorsetsendiass.co.uk/>

What else is in this report that might be helpful?

- Appendix 1: Helpful organisations that will be able to support parents with all aspects of the SEND process and a few good websites for up to date information on some difficulties our pupils face.

Appendix 1

Here are some web links that might be helpful to you:

