Midsomer Norton
Schools Partnership

St John's C of E Primary School Midsomer Norton

Special Educational Needs Information Report 2026-2027

Special Educational Needs and Disabilities Coordinator: Julie Spikings

At St John's Primary School, we strive to support all our students and enable them to reach their full potential. We believe that it is important to provide students with a balanced, yet challenging, curriculum and we are committed to making sure that all students, including those with Special Education needs and disabilities, are supported to this aim. In order to do this, many steps are taken to support the students through their learning journey, including both the development of academic knowledge and life skills to support them in future years.

We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Additional and/or different provision encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Information and Guidance *Who should I contact to discuss the concerns or needs of my child? And how can I talk to them about my child if I need to.*	
Class teachers	Responsible for: • Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child, identifying, planning and delivery of any additional support. • Ensuring that all children have access to good/outstanding teaching and that the learning tasks are adapted to meet children's individual needs. • Contributing to devising Individual Support plans to prioritise and focus on the next steps required for your child to improve learning. • Applying the school's SEND policy and ensuring it is followed in the classroom. *If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCO.*

Teaching Assistants	• A Teaching Assistant may work with a pupil with special educational needs and/or disabilities. S/he will be working closely with the class team and SENDCO and will be at some meetings to discuss a child's progress and provision.
SENDCo	Responsible for: • Coordinating provision for children with SEND and developing and following the school's SEND policy. • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties. (e.g. speech and language therapy, educational psychology, occupational therapy). • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Following a graduated response appropriate to the needs of the individual child. • Ensuring that parents are: - Involved in supporting their child's learning and access; - Kept informed about the range and level of support offered to their child; - Included in reviewing how their child is doing; - Consulted about planning successful movement (transition) to a new class or school.
Head teacher	Responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEND. • Gives responsibility to the SENDCo, class teachers and TAs but is still responsible for ensuring that your child's needs are met. • They must also make sure that the Governing Body is kept

	up to date about any issues in the school relating to SEND.
SEND Governor	Responsible for: ● Making sure that the school has an up-to-date SEND Policy and has published its local offer of provision. ● Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. ● Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

How does St John's Primary School know if children need extra help?

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous school or pre-school.
- the child's progress and/or attainment is significantly below age related expectations.
- there is a significant or prolonged change in the child's behaviour.

If your child is not making expected progress or if there is another indicator of concern the school will:

- discuss with you any concerns you may have.
- discuss and implement any further interventions or referrals to outside professionals to support your child's learning.
- discuss with you how we can work together to support your child at home and at school.

Please talk to your child's class teacher, the Special Educational Needs and Disabilities Coordinator (SENDCO), or the Head Teacher. Your concerns will always be taken seriously – your views on your child's development and progress are always valuable.

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

Activities and school trips are available to all children. Financial assistance where possible and subject to availability via the school's Pupil Premium allocation or other sources may be available to ensure access for activities where payment is needed. Where a professional makes a recommendation for a child to receive additional

support out of school hours, parents will be supported and signposted to the relevant service. For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity/trip.

Curriculum and Teaching Methods - *How will teaching be adapted to meet the needs of my child?*

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account an individual pupil's needs and requirements. Learning is adapted in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How will St John's school staff support my child?

All children have individual needs. Children in school with SEND will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:

- other staff in the school.
- working in collaboration with staff from dual placements where applicable.
- staff who visit from outside agencies such as the Speech and Language Therapy SALT) Service or Occupational Therapists (OT).
- an assessment by an Educational Psychologist (EP) or other specialists.
- working in 1:1 or small groups on a specific programme of work e.g. numeracy skills, literacy skills, nurture groups etc.
- providing special equipment/resources as required to support your child's learning and development.

The class teacher (sometimes with the SENDCO) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENDCO.

Regular reviews of a child's progress are discussed at meetings. These will usually follow the format of the graduated response. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

- making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
- support to set targets which will include their specific professional expertise.
- your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit.
- a group or individual work with outside professionals.

Assessment, Planning and Review of Pupils with SEND - *How can I find out about how well my child is doing?*

Class teachers are happy to discuss how well your child is doing; these discussions do not need to be limited to the parent/teacher meetings. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.

Regular assessment and tracking of all pupils at pupil progress meetings with the Assessment Subject Leader will identify when children are making less than expected progress despite a high standard of teaching in the classroom; or concerns may be raised by the school regarding a child's emotional well-being or behaviour. Equally, a parent/carer or other professional may raise a concern about a child.

What specialist services can the school access?

We have access to a very wide range of specialist services as follows:

- CAMHS
- Counselling Services
- Educational Psychologists
- Occupational Therapists
- School Nursing Team, Paediatricians and GPs
- SEND Advice Service

- Social Care teams
- Child Protection Officers
- Speech and Language Therapists
- Children Missing Education Officers
- HERS (Hospital Education & Reintegration Service) Education
- Sensory Support Services
- Physiotherapy
- Parent Partnership
- Play therapist
- Ethnic Minority and Traveller Achievement Service
- Headstand PE

Strategies to support the development of pupils' social skills and enhance self-esteem:

- PSHE (Jigsaw) lessons
- Learning Mentor support
- Targeted playground support
- Thrive
- Headstand PE

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents):

- Visual Timetables
- Adaptations to transitions from home to school
- Home/school diaries
- Open communication – email, telephone

Strategies to support/modify behaviour:

- The school's behaviour policy implemented fairly and consistently
- Positive Behaviour Plans
- Sticker charts
- Star of the week
- Do-Jos
- House Points
- Certificates
- Resilience Awards

Support/supervision at unstructured times of the day:

- Support staff

- Lunch time clubs

How can I be involved in discussions about and planning for my child?

All parents are encouraged to contribute to their child's education. This happens through:

- discussions with the class teacher. These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school.
- discussions with other professionals e.g. the SENDCO, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both). This may also happen through other means e.g. a home/school communication book, or TAC (Team Around the Child) meetings.

Transition - *How will the school help my child move to a new year group or to a different school?*

Children with SEND can become particularly anxious about "moving on" so we seek to support successful transition.

When moving to another school:

- We will contact the School SENDCO and share information about special arrangements and support that has been made to help your child achieve their learning goals.
- Individual arrangements may be made to visit the new school with support staff.
- We will ensure that all records are passed on as soon as possible.

When moving classes in school:

- An information sharing meeting will take place with the new teacher.
- Opportunities to visit the new class/teacher.
- Transition Booklet.

Transition to secondary school

- The class teacher or SENDCo may attend a Primary/Secondary Transition meeting to discuss specific needs of your child and the nature and level of support which has had the most impact.

In some cases a more detailed transition plan may be needed which may include additional visits to the new school and/or additional visits from the new school.

The SENDCO from the secondary school is invited to attend the EHCP annual review if your child is in Year 6 or any other relevant meetings.

How will St John's allocate resources to support my child's needs?

The school budget includes money for supporting children with SEND. The Senior Leadership Team, in conjunction with the School Business Manager, decides on the allocation of the total budget for SEND in consultation with the school governors. The Senior Leadership Team discusses all the information they have about SEND in the school and decide what resources/training and support is needed. SEND funding is usually allocated to employ staff and outside specialists and to buy resources and equipment.

Where a child has significant needs that the school feels it cannot meet, or no longer meet, the school applies for a statutory assessment of the child, which may lead to further support being provided by the Local Authority. Parents can also request that the Local Authority carry out a statutory assessment of their child's needs.

What training opportunities are there for staff supporting children with SEND?

It is the Headteacher or SENDCO's job to support class teachers in planning for children with SEND and provide in-house training where possible and necessary. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Autism, dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How accessible is the school environment?

We will always do our best to meet individual needs, and we are always happy to discuss individual access requirements. We have toilets adapted for disabled users and wide doors in most of the school. As part of the annual review of school premises, accessibility is always considered in light of any individual needs.

Pupil Premium

Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for Free School Meals (FSM) at any point in the last six years (known as 'Ever FSM 6'). Schools also receive funding for children who have

been looked after continuously for more than six months and children of service personnel.

The Government believes that Pupil Premium, which is additional to main school funding, is the best way to address current underlying inequalities between those children who are eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases, the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives FSM. Schools decide how to use the funding, as they are best placed to assess what the pupil needs.

Schools are held accountable for the decisions they make through:

- performance tables
- the Ofsted inspection framework

Who can I contact for further information?

If you wish to discuss any aspect of your child's education, please contact:

- Your child's class teacher
- The SENDCo – Julie Spikings
- Headteacher – Danielle West-Gaul
- The SEND Governor - Andrew Snee

The best way to get in touch is through the school office:
Telephone: 01761 412019 or email: office@stjohns.mnsp.org.uk