

SCHOOL OFFER: ST. JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL (SEN OFFER)



Type of school:	Voluntary - Aided
Specialist provision on site:	None

Local offer statement:-

Somerset's SEND Local Offer is our local hub of information and guidance for children and young people with special educational needs and/or disabilities (SEND), their families and professionals in Somerset. Explore services available to support you and how to access them. More details can be found here <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

All Somerset maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

A. How does the school know if a child needs extra help and what should I do if I find that my child may have Special Educational Needs (SEN)?

<p>Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs (SEN)?</p>	<ul style="list-style-type: none"> • The class teachers are the best people initially to talk to about your child. They identify, plan and deliver the work that your child will do at school. They will also relay this information to all staff working with your child, so that everyone is supporting your child to achieve the best possible progress. The class teachers liaise with the SENCo on a regular basis to monitor progress of children with SEND and seek further support if needed. Class teachers will follow and implement the subject specific policies for your child, and liaise with the SENCo to identify, plan and deliver any additional help your child may need. Targets may be used within the classroom. They will also ensure that all staff working with your child are supported to deliver planned work, so that your child can achieve the best possible progress. Class teachers will ensure the SEND policy and other school policies are followed in the classroom and use Somerset's Graduated Response Tool. • In the SEND Code of Practice, there are four broad areas of Special Educational Needs that should be identified and focused on. Staff will use their knowledge and expertise to Regarding these categories, the Code states that "Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the
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	<p>outset.” At St. John’s we start to identify need by looking at the four main SEND areas, which are: Speech, Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Physical and/or Sensory Needs.</p> <ul style="list-style-type: none"> • The graduated response is 'a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. • Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/ Discover more at www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset • The Special Educational Needs Co-Ordinator (SENCo) at our school is Mrs Jane Nicholls. Mrs Nicholls has SENCo time Monday all day, Tuesday afternoon and Wednesday morning, and will try to accommodate any meetings that you would like to have with her. Mrs Nicholls coordinates the provision and support for children with special educational needs (SEN) in our school. She discusses children with class teachers regularly and will liaise with other people that may come into our school to help support your child’s learning eg Speech and Language Therapist or Educational Psychologist. She also liaises with class teachers and parents/carers of children, to ensure that you are informed about the support your child is getting at school, the progress your child is making, and reviewing how they are doing. Mrs Nicholls will also develop the school’s SEND Policy to make sure that all children get a consistent, high quality response to meeting their needs in school. Mrs Nicholls will also support teachers and support staff in the school so that they can help your child achieve the best progress in the school. • She will liaise with the SEND Governor and produce an end of year report for the governing board. • The Head Teacher is Mr Olly Priestley. He will manage the day to day aspects of the school, which includes the support for children with SEN. He will give responsibility to the SENCo and class teachers but is still responsible for making sure that your child’s needs are met. He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN. • The SEND Governor, Mrs Rachael Horan. She will make sure that the necessary support is made for any child at St. John’s who has SEND.
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<p>How do you identify children with SEN?</p>	<ul style="list-style-type: none"> • When a teacher or parent carer has raised concerns about your child's progress and targeted teaching has not met your child's needs, the teacher will raise this with the SENCo. • At St. John's, there are termly meetings between the members of the Leadership team in the school to ensure that all children are making good progress at pupil progress meetings, and this is another way that your child may be identified as not making as much progress as they could be. • At St. John's there are also termly meetings between the SENCo and class teachers, where we can further discuss any concerns and support that may be put in place to support your child. • There may be specific reasons that your child has a SEN, eg Speech, language and communication needs, that may have been recognised prior to your child starting school. • The school will discuss any concerns they may have regarding your child's progress with you as a parent carer, so that you can raise any concerns you may have too and plan any additional support that your child will receive. • Outside agencies or medical professionals may diagnose your child with an SEN.
<p>How will I be able to raise any concerns that I may have?</p>	<ul style="list-style-type: none"> • If you have any concerns, please do not hesitate to contact your child's class teacher. Ring the school office to arrange a time when your child's class teacher can call and discuss your concerns. • The class teachers will pass on any concerns raised to the SENCo. • If after speaking to the class teachers, you still have concerns; please make an appointment to see Mrs Nicholls (SENCo). She does try to see parents as needed, but if she is unavailable, the office staff can make an appointment with her at a mutually convenient time.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • As mentioned previously, the school will discuss any concerns we have regarding your child's learning in school, as soon as possible with you. This would usually come from the class teachers, although Mrs Nicholls may also be involved at this time. • The school holds regular parent/carers and teacher meetings, where concerns may also be raised with you, and discussed. • An end of year written report is given to parent/carers of children at St John's, which may also detail some concerns we may have.
<p>Who should I contact if I am considering whether my child should join the school?</p>	<ul style="list-style-type: none"> • The school website gives you information about our school. • The school office staff deal with parent/carers who may be considering their child starting at St John's. They can guide you through the process of joining our school. • If your child has specific needs, the office staff may then discuss your child with Mrs Nicholls and Mr Priestley (Head teacher), who, in turn may then contact you for more information.

	<ul style="list-style-type: none"> • Please feel free to make an appointment with the office to come and see our school. We will then be able to show you around our school environment and setting. We can also discuss your child's needs in more detail. • A copy of our admission policy can be found here https://primarysite-prod-sorted.s3.amazonaws.com/st-johns-cofe-primary-school-wellington/UploadedDocument/22091a00-9bc9-4acc-8b04-f463fead424a/admissions-2025-26.pdf
<p>What support do we have for you as a parent carer of a child with SEN?</p>	<ul style="list-style-type: none"> • The class teachers and SENCo will always try to support you as parent/carers of a child with SEN; whether this is emotionally, or practically with suggestions of resources / strategies for you to use at home. Sharing what is working well in both settings, will enable levels of consistency for the child, which will have more effect for their overall progress and development. • You can meet with the class teachers and SENCo to discuss your child's progress, or concerns / worries that you may have. • If outside professionals are involved with your child, information will be discussed with you, from the person involved, or, where this is not possible, in a report. If you would like the SENCo to discuss the report with you, this can be arranged. • Homework will be adjusted according to your child's needs. Please feel free to discuss homework with your child's class teacher. • As a school we have a Parent Family Support Advisor (PFSA), that works with families and children at home (and sometimes 1-1 with the child at school, depending on the needs of the child). If you feel that this would be helpful, please contact Mrs Plant, who may be able to refer you. • If your child has a specific need, Mrs Nicholls may be able to signpost external groups or support that parent/carers could access e.g. if your child has a diagnosis of Autism. • SENDIAS is a free impartial service for all parent carers of children with special educational needs. They produce various leaflets for parents / carers and you can access their website www.somersetsend.org.uk for more information.

B. How will school staff support my child?

<p>Who will oversee and plan their education support?</p>	<ul style="list-style-type: none"> • The class teacher will normally oversee and plan for your child's education. • The SENCo may support the teachers in planning for children with SEN, through termly meetings. • If interventions are thought to be needed, the SENCo and class teacher will discuss the suitability and appropriateness for the child, and when they can be implemented.
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	<ul style="list-style-type: none"> • Adaptations to the curriculum and learning environment can be made if needed to support children. Interventions can occur inside and outside of the classroom. • Each year group covers a broad and balanced curriculum, which can be differentiated as needed in order to meet the needs of SEN children and be inclusive. Please see the class pages on the website for more information about each year group's curriculum. Class Pages St John's C of E Primary School • If outside professionals are involved, they may offer additional support regarding the educational support for your child. The SENCo then relays this information to the class teacher and you as a parent carer. • English and Maths Subject leaders within the school, work with all class teachers on a termly basis to ensure that planning for all children is in place. They monitor the progress of all children through book scrutiny's and pupil interviews. This includes those children with an SEN. • Some interventions are led by teaching assistants who will plan the support needed with the SENCo. The SENCo oversees all interventions to ensure that progress is being made by the children.
<p>Which professionals might be working with my child and what are their roles?</p>	<ul style="list-style-type: none"> • Class teachers are the main professionals that will be working with your child (this includes the SENCo). • Teaching Assistants (TAs) will also work with your child on a regular occurrence, under the direction of the class teacher. • A TA may also work with your child on an intervention out of the classroom (this will be done liaising with the class teacher and the SENCo). • The outside professionals that will work with your child will depend on your child's needs. All professionals will have consent from you as parent carers to work with your child/ren. This may be written consent (education professionals), or a verbal consent (sometimes over the phone). They offer advice and support to the school in order to help your child make more progress or gain specific skills. Some agencies now need referrals to be made using an Early Help Assessment, to support the specific referral forms. • There are several professionals linked to education, including; Learning Support Services (LSS), Educational Psychologist (EP), Mental Health Support Team (MHST), Speech, Language and Communication Needs (SLCN), Access and Assistive Technology Team (including Hearing support or Visual Support). • There could also be medical professionals that may work with your child in school, including Speech and Language Therapist (SLT), Speech and Language Practitioner, Occupational Therapist (OT), Physiotherapist (PT), • A school nurse may work with your child in the family setting, and / or school. • A PFSA may work with your child in the school (if a referral has been placed and it is felt to be needed by the parent carer).

	<ul style="list-style-type: none"> As a school we can also access FIS (Family Intervention Service) (complex needs). A referral has to be made from the school, and you have to fit specific criteria. They are involved with the whole family, but this work may involve working with your child at school.
Who will explain this to me?	<ul style="list-style-type: none"> The class teacher, SENCo or the professional involved, will contact you to inform you that they will be visiting your child in school. The SENCo will explain why we would like the professional to be involved with your child (through a letter or verbally). If you would like further information about this, please do not hesitate to contact Mrs Nicholls on an individual basis.
How are the school governors involved, and what are their responsibilities?	<ul style="list-style-type: none"> The SENCo has to report to the governing body on a regular occurrence about SEN in St John's Primary School. The SENCo also has to produce an end of year written report to the governing body. The SENCo meets regularly with the SEN Governor to detail provision in place for children with SEN, as well as outside involvement and general SEN issues arising at St John's. It is the overall responsibility of the governing body to ensure that St John's provides the best provision possible for our children with SEN. The SEN Governor is Mrs Rachael Horan. The Chair of Governors is Mrs Jo Leigh.
What are the school's approaches to differentiation?	<ul style="list-style-type: none"> It is the responsibility of every class teacher to ensure that they have the highest possible expectations for your child and all pupils in their class, regardless of their ability, and including those children with an SEN. The class teachers will ensure that their teaching is based on building on what your child already knows, can do and understands. Differentiation may be made from a range of strategies including questioning, outcomes of work, support given (resources and adult), and sometimes reinforcement of taught work through completion on an independent basis. All children will be supported by the teacher and Teaching Assistant (TA) during the week, but they will also be expected to work independently as well. If needed, the class teachers will raise children with the SENCo to discuss further strategies that could be tried within the classroom setting. If outside agencies are involved with your child, strategies may be put in place within the classroom that have been suggested from them. In very specific cases, children may go to other Year group classes for their learning (this will be discussed with you as parent carer). Those children with High Needs Funding / EHCP (Education, Health & Care Plan) may have an Individual Education Plan (IEP), which identifies small step targets so that the child can still make progress. These may be

	of a more individualised nature to the rest of the class but may include recommendations from other professionals.
How will that help my child?	<ul style="list-style-type: none"> All children are entitled to differing levels of support, depending on their abilities (including working on an independent basis). This will help the children to build on their previous knowledge and make progress whilst at St John's.

C. How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss his/her progress with staff?	<ul style="list-style-type: none"> If you would like to discuss your child's progress, ring the school office to arrange a time when your child's class teacher can call and discuss your child's progress. There are 2 formal parent's evenings' during the school year – in the Autumn term and then in the Spring term. Progress of your child's learning will be discussed in more detail at these meetings. Written reports are given out to parent/carers in the Summer term, when there is then a further opportunity to meet with the class teacher.
How does the school know how well my child is doing?	<ul style="list-style-type: none"> The teacher is aware of how your child is doing in each lesson, due to their ongoing assessments. The teacher uses this knowledge of your child to give termly teacher assessments. The class teacher and members of the Leadership team meet termly in order to discuss how your child is doing. During the Foundation Stage (EYFS), a profile for each child is completed, and at the end of the year, the scores are sent to County Hall, who collates the scores. These scores are helped to predict the progress of the child during the rest of their time at St John's. In the Summer term, children in Year 1 are assessed on their phonic knowledge. This is done nationally, with the scores being published. At the end of Key Stage 2, the children are formally tested in English and Maths. This is something the government requires all schools to do, and the results are published nationally. Children with High Needs Funding / EHCP (Education, Health & Care Plan may have an Individual Education Plan (IEP), which enables them to make small step progress. These targets are used within the classroom setting, unless the targets are for a specific intervention such as Speech and Language. Teaching Assistants / Teachers that run interventions out of the classroom, relay information back to the class teacher verbally, record through written means, and also give feedback to the SENCo, so that all concerned know how the child is doing.

How will I know what progress my child is making?	<ul style="list-style-type: none"> • Twice yearly parent carer meetings are held when you are invited to discuss the progress that your child is making. • A written report is given to parents/ carers during the Summer term detailing the progress made by your child during the year. • You can then make another meeting with the class teacher to discuss your child's report, if you would like to.
What opportunities will there be for regular contact about things that have happened at school?	<ul style="list-style-type: none"> • Please feel free to speak to your child's class teacher about things that have happened at school. Ring the school office to arrange a time when your child's class teacher can call and discuss this with you.
How and when will I be involved in planning my child's education?	<ul style="list-style-type: none"> • At parents Evening meetings, you will be asked to discuss your child's targets. • Your child may have an Annual Review, which is when School, parent/carers, your child and other agencies may discuss how your child's education is going and then plan long term for the next year.
Do you offer any parent training or learning events?	<ul style="list-style-type: none"> • Any specific parent carer training may be signposted through leaflets or the website, or in regular newsletters from the school.
What do parents do if they want to raise a complaint about SEN provision?	<ul style="list-style-type: none"> • There is a section on the SEN policy which explains the complaints procedure. complaints-policy-2025-26.pdf

D. What support will there be for my child's overall wellbeing?

What is the pastoral, medical and social support available in the school for children with SEN and disabilities?	<ul style="list-style-type: none"> • Class teachers initially support all children within their classes pastorally, medically and socially. • We encourage all children in the school to support each other during social situations e.g. playtimes. • We currently run an ELSA (Emotional Literacy Support Assistant) intervention for specific children across Key Stage 1 and 2. This intervention identifies children as needing additional support for social and emotional needs or just an opportunity for additional nurture to develop levels of confidence and self-esteem. • Year 6 children may be trained to become Playground Leaders. They help support games and activities at break times and lunchtimes and look at trying to include all children. • Buddy benches are also available. If a child sits on a Buddy bench, Playground Leaders particularly, will try to include them in activities at break or lunch times. • We are very proud of the clubs that are provided by the school staff during lunchtimes and after school. • If children are experiencing difficulties at break times or lunchtimes, school may liaise with parents and the child to source an alternative activity or plan for them.
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	<ul style="list-style-type: none"> • Medical support is given to the best of our ability and depends on the specific medical needs of your child. We welcome advice from medical professionals, or from you as parent carers if needed, to support the medical support for your child. • If medical training is needed, we ensure that appropriate staff are trained by the appropriate outside agencies.
<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Medicines are only given at school if prescribed by a GP. • If medication is needed by your child, you must complete a medical form (from the office), detailing the medication, dosage etc. • The office staff keep the medication in an appropriate place e.g. a locked fridge or locked medical cabinet in the office and distributed according to the dosage information from you as parent/carers. Office staff record medication given to children on a form kept in the office. • An adult (parent carer) must bring the medication to school and collect it from the office at the end of the school day. • If your child has an inhaler, you must still complete a medical form. However, the inhaler will be kept in the classroom so that your child can access it easily if needed. It will be kept away from the other pupils in the class. • Staff will inform you if your child has needed their inhaler more frequently than often. • It is your responsibility to ensure that your child has their inhaler in school at all times, that it is in date, and is replaced when needed.
<p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p>	<ul style="list-style-type: none"> • All children are supported to the best of our ability in order to develop levels of good behaviour. • The children are encouraged to follow the school's Values, which promote service, endurance, compassion, friendship and respect. Children are chosen weekly to receive a Values certificate. • The children have a reward system within the school which includes house points. These encourage all of the children to demonstrate good behaviour towards their work, as well as social skills e.g. being polite or kind. • Classes have Teaching Assistants to support the children, as well as the class teachers. • Class teachers may liaise with the SENCo or outside agencies to discuss the use of specific strategies to support children with behavioural issues. The SENCo may involve the MHST team (Mental Health Support Team), or the EP (Educational Psychologist), to discuss or observe specific behaviours seen in school. The school will then implement strategies discussed for an individual child to the best of our endeavours. • Attendance is closely monitored within the school, and under guidance from the Local Authority. Advice may be given to parents detailing how they can help increase their child's attendance. Letters may be sent to parents informing them of their child's attendance, and they may be invited to discuss this further with Mr Priestley.

<p>How will my child be able to contribute his or her views?</p>	<ul style="list-style-type: none"> • This will depend on the age and the specific needs of your child. • Your child will be encouraged to form a positive relationship with their class teacher. If they have any concerns or positive views, they will then be encouraged to discuss them with the class teacher. • Your child will also be encouraged to form a positive relationship with the SENCo, so that concerns or positive views can also be discussed. • Your child will be encouraged to contribute during planning and reviewing of pupil passports and targets as much as possible. • Your child will be encouraged to contribute during Annual Reviews. • Your child will be supported if outside agencies come into school to see your child. They will discuss the visit with an adult prior to the visit, and there will usually be a member of staff with your child during the visit (usually this will be the SENCo), so that your child feels comfortable discussing his or her views.
<p>How will the school support my child to do this?</p>	<ul style="list-style-type: none"> • The school is very keen to promote good relationships between key adults and your child. This will then allow your child to feel confident and honest about giving his or her views, and allow for an open discussion to be held.

E. What specialist services and expertise are available at or accessed by the school?

<p>Are there specialist staff working at the school and what are their qualifications?</p>	<ul style="list-style-type: none"> • We currently have staff trained in ELSA (Emotional Literacy Support Assistant), Number Detectives, Individualised Literacy Intervention (ILI), Precision training, Thrive, Project X code, phonics and maths.
<p>What other services does the school access, including health, therapy and social care services?</p>	<ul style="list-style-type: none"> • The school uses the graduated response to access other services regarding education including; Educational Psychologist (EP); Learning Support Services (LSS); Speech, Language and Communication Needs Team (SLCN); Access and Assistive Technology Team including Hearing Impairment Services; Visual Impairment Services; Social, Emotional and Mental Health Services (MHST). • Health wise we can access; Speech and language Therapists (SLT); Occupational Therapists (OT); Physiotherapists (PT); or the school nurse. We may also be able to access CAMHS (Child and adolescent mental health services) in specific circumstances. • We also liaise with medical professionals e.g. Paediatricians and nurses at Musgrove Park Hospital. • St John's can access Parent Family Support Advisors (PFSAs) Level 2 support, and FIS workers, to support families at home. • An Early Help Assessment may be needed to access services.

F. What training have the staff supporting children and young people with SEN and disabilities, had or are having?

<ul style="list-style-type: none"> • Phonics training • Basic First Aid training • Speech sounds training • Precision training • ELSA • Emotional Resilience • Thrive • Number Detectives • ADHD

G. How accessible is the school and how will my child be included in activities outside the classroom, including school trips?

Is the building fully wheelchair accessible?	<ul style="list-style-type: none"> • Our school can be accessed via the main entrance to the school, where ramps and double doors are fitted. We are also looking at acquiring some portable ramps.
Have there been improvements in the auditory and visual environment and are there disabled changing and toilet facilities?	<ul style="list-style-type: none"> • We currently have one accessible toilet and changing facility on site. This is within the Key Stage 2 area of the school but can be accessed by all children as required. • There are clouds in the hall to help absorb sound. • The school’s accessibility policy can be found here St John’s Church of England VA Primary School This policy gives further information and outlines what steps school will take to prevent and remove barriers to accessibility.
How does the school communicate with parent carers whose first language is not English?	<ul style="list-style-type: none"> • We aim to communicate to the best of our ability with all parents and can signpost help sheets / information from Somerset Partnership in different languages.
Will he/she be able to access all of the activities of the school and how will you help him or her to do so?	<ul style="list-style-type: none"> • We wish to include all children in activities offered by the school and would be willing to discuss how your child could be included in these. • Some extra-curricular clubs are optional, and we may have limited staffing levels taking them. However, please discuss specific clubs with the class teacher, SENCo or Head teacher for further information if your child is interested in attending.

<p>How do you involve parent carers in planning activities and trips?</p>	<ul style="list-style-type: none"> • We will aim to include all the children in activities and trips, but if we as a school have specific concerns or questions, we will contact you as soon as possible. • If you have any concerns regarding activities or trips for your child, please do not hesitate to contact your child's class teacher. • We may ask you as a parent carer to accompany your child on an activity or trip, if we feel that it would be appropriate.
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H. How will the school prepare and support my child to transfer to a new school during the next stage of education and life?

<p>What preparation will there be for both the school and my child before he/she joins the school?</p>	<ul style="list-style-type: none"> • If your child is joining us in Reception class with identified SEND, we may organise a School Entry Plan meeting (SEP). This will involve you as parent carers, the school, key pre-school workers, and any other outside agencies linked to your child e.g. Early Years SENCo, Speech and Language Therapist etc. • If your child is joining us mid-year or from another school with identified SEND, we may organise a School Entry Plan meeting (SEP). This will involve you as parent carers, the school and any other outside agencies linked to your child to allow us to gather information and ensure we have the appropriate provision in place to meet the needs of your child. • The SEP allows us all to share information about your child, including their strengths and areas to develop. It allows the school to build up a picture about the needs of your child. There will be a follow up meeting when your child has started school in the Autumn term, to see how the transition occurred for your child. • Prior to starting school with us in Reception class, there will be opportunities for key staff from the school to visit Preschool settings to see your child. • There will also be opportunities for your child to visit St John's – with you and by themselves. If you feel that your child would need additional visits to those planned for all the children, please do not hesitate to let us know and we will try to accommodate this. • A photobook of key adults is given to all children prior to starting in reception class. They can share this with you and build familiarity around important members of staff. • When your child leaves St John's to move to secondary school, we liaise with the appropriate secondary school to discuss your child's needs. We complete early transition forms detailing your child's strengths and needs, which are sent in the Spring term, so that the school has an early awareness of needs. • The SENCo may meet with the SENCo at your child's chosen secondary school to discuss your child's specific special educational needs.
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	<ul style="list-style-type: none"> • The Year 6 class teacher may meet with somebody from your child's chosen secondary school (e.g. Head of Year 7) to discuss your child more generally. • If needed, your child may attend some additional transition sessions at the secondary school with a small group of children (or sometimes on an individual basis). All children are then invited to attend transition days to secondary school at the beginning of July. • If your child has very specific needs, they may do some work linked to their new school, before the transition days in July, such as use of a website to answer a quiz. • You as parent carers will be invited to meetings at the secondary school, so that you are fully aware of expectations. You can also request meetings with the SENCo or Head teacher as appropriate, prior to your child starting at secondary school.
How will he/she be prepared to move onto the next stage?	<ul style="list-style-type: none"> • In Reception class, we will work to ensure that your child is secure in the new school environment, and aware of key adults that will be working with them in their class. This is the main concerns for children starting school, so will enable them to be confident on their first day with us. • If your child is moving to secondary school, your child will be more confident about getting to and from school, the layout and school environment, and key adults they may meet. They will have had chance to have questions or concerns answered by key staff.
What information will be provided to his or her new school?	<ul style="list-style-type: none"> • Pre-school will pass on profiles, and any appropriate information, targets or reports from outside agencies. • St John's will pass on your child's SEN folders (including targets, reports or letters from outside agencies, data about progress over time and Annual Reviews if appropriate).
How will you support the new school to prepare for my child?	<ul style="list-style-type: none"> • Information will be shared with your child's new school as soon as possible. Meetings with new staff may be held as appropriate. • Specific needs will be addressed as soon as possible, and if needed, meetings will be held with the new school, staff from St John's, outside professionals, you as parent/carers, and possibly your child. • This will very much depend on the needs of your child.
What happens to children who are looked after who have SEND?	<ul style="list-style-type: none"> • In school we have a designated teacher for children who are looked after or previously looked after. At St. John's the teacher is Mrs Laura Plant. • The designated teacher and SENDCo work closely together to ensure that the implications of a child being both looked after and having SEN are fully understood by relevant staff. • The Virtual School will also liaise with school staff to ensure that there is an effective and joined up process for meeting the SEN of looked after children.

I. How are the school's resources allocated and matched to children's needs and how is the decision made about what type and how much support my child will receive?

- Children will need an EHCP in order to access additional funding. There is very strict criteria in order to be able to access an EHCP.
- The majority of our SEN budget is currently spent on employing Teaching Assistants within classrooms. All classes have at least 1 TA every morning. Classes may also have TAs to support children during some afternoon sessions. However, if your child has very specific needs, we would discuss with you how we could further support them and possibly adjust our staff within the school accordingly. Some children may have very specific needs which require a 1-1 adult support at specific times of the day.
- The Head teacher and SENCo liaise as to the allocation of TAs within the school, considering the needs of the children.
- We may also support your child, through buying resources or training staff to help your child's specific needs. We may discuss this with you directly, depending on your child's needs.
- We may involve outside agencies to discuss the support that your child may need, and how we can follow recommendations and guidance. Parent carers will often be invited to these meetings as stated previously.
- The school judges the impact of the support given to your child in a number of ways. This may be at the review of a specific care plan e.g. speech and language or Occupational Therapist review. If your child receives an intervention, the SENCo measures the impact of it with the class teacher.
- This information is then relayed to your child and you as parent carer. We also look at the amount of progress your child has made academically, socially and emotionally.