St John the Baptist Catholic Primary School

Floral Way, Andover. SP10 3PF

Head Teacher: Mrs. Catherine Whatley

S E N D

Special Educational Needs & Disabilities

Information Report 2026-2027

Our Special Educational Needs Coordinator (SENCO)

Mrs L Horrell

senco@st-john-andover.hants.sch.uk

(01264) 361806

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St John the Baptist Catholic Primary School

St John the Baptist Catholic Primary is a mainstream primary school where the staff truly believe that all children have an entitlement to personal, social, intellectual and spiritual development and must be given the opportunity to achieve their potential in learning.

Each child at St John the Baptist is unique in terms of characteristics, interests, abilities, motivation and learning needs and should be treated equally. Those with additional learning needs and/or disabilities should have access to high quality and appropriate education. We do recognise, however, that some children will require extra support to enable them to do this.

We believe for a child to succeed, we need to work closely with parents, to help support them and their child during their time at St John's.

How does St John the Baptist know if a child needs extra help?

Most children will enter into the Reception Year and have their needs assessed as part of our transition programme:

- Nursery visits by class teacher and SENCO
- Home visits by class teacher and learning support assistant
- Transition visits to the school in the summer term
- Information provided by previous setting (attainment, safeguarding, attendance, SEND)
- Information packs completed by parents
- Information provided by Hampshire SEND team
- SEND surgeries between class teacher and SENCO within the first month of school
- Observations made by class staff and SENCO
- Formative and Summative Assessments

When a child joins our school at other times of the year, their needs will be assessed by:

- Transfer of data from previous setting (attainment, statutory assessments, SEND, attendance)
- Transfer for safeguarding records (CPOMS)
- Professional discussion between SENCOs and class teachers
- SEND surgeries between class teacher and SENCO within the first month of school
- Observations made by class staff and SENCO

- Meeting between parents and SENCO/class teacher

Despite high quality inclusive teaching and whole school systems for assessing planning, implementing and reviewing progress, a child is not making expected progress, information is gathered by:

1. Drawing of information from whole school systems
   - Pupil Progress Meetings
   - Triangulating attainment evidence – data, books, observations, professionals discussions
   - SENCO surgeries
   - Safeguarding review
   - Parental voice
   - Review of targets met/not met at My Support Plan Meetings (MSP)
   - Review of screening tests or assessments (i.e. Dyslexia, Dyscalculia, Language Link)
   - Meetings between SENCO and LSAs delivering interventions
2. View of the child and parent
   - MSP meetings with parents, class teacher and SENCO each term
   - MSP meetings with class teacher and SENCO each half term
   - Annual 'All About Me' completed with the child
   - Termly SEND drop-in meetings with SENCO to discuss emerging concerns
3. External services to assess against external criteria
   - Educational Psychologists
   - Primary Behaviour Support Team
   - Early Help Hub
   - Link Speech and Language therapists
   - Link Occupational Therapists
   - EMTAS (Ethnic Minority and Traveller Achievement Service)
   - Outreach SEND School Support (Norman Gate, Icknield, Wolverdene)
   - Charities (Autism Hampshire)

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

- In the first instance, you should speak with the class teacher. Meetings can be arrange by contacting the school office:
  office@st-john-andover.hants.sch.uk
  01264 361 806
- After meeting with the class teacher, you could arrange to meet with our SENCO, Mrs Horrell

- Further meetings between parents, class teachers and the SENCO may follow to ensure all views have been considered
- A plan will then be made where parent, child, class teacher and SENCO work closely together.

What if my child's needs are more complex?

If a child is displaying complex needs, we will seek specialist support for your child.

In this instance, we would speak to you to gain your permission before involving outside agencies.

The Outside Agencies we work with are:

- Therapists – Speech and Language, Occupational Therapists, physiotherapists
- Primary Behaviour Support
- Educational Psychologists
- CAMHS (Child and Adolescent Mental Health Service)
- Specialist Teachers –hearing and vision, multi-sensory and physical disability
- Advisory teachers - outreach schools and charities
- School Nurse
- Early Help Hub

Together, we ensure the right support and strategies are there for your child.

How does St John's know what they are doing is right?

- Our SENCO engages in regular professional development to maintain a current understanding of how children with SEND learn.
- The senior leadership team regularly analyse pupil data to ensure all pupils are making the expected progress and plan professional development to further improve teaching and learning.
- The SENCO meets with the Head teacher, teachers and support staff, focusing on the progress and attainment of pupils.
- The SENCO, Head teacher and Deputy Head observe practice in class to ensure differentiation is effective and that Children with SEN are accessing the curriculum.
- Provision mapping is a tool we use to see, at a glance, the provision provided for all children and to ensure everybody who needs extra support is targeted.
- Our SEND Governor is dedicated to ensuring high achievement for all our children with SEN and meets with our SENCO regularly to monitor and evaluate how we are ensuring this happens.

- Additional support from specialists is valued and through a very close relationship with yourselves, your child's teacher, LSA and SENCO it is reviewed continuously to make sure it is having the desired impact on the child's learning.
- Our provision is reviewed by Hampshire annually.

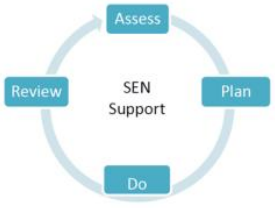
How will the school and I know how my child is doing and how will you help me to support my child's learning?

- You will have the opportunity to meet with your child's class teacher and SENCO during the autumn and spring term Parent Consultations and you will receive a written report at the end of the academic year
- Teachers are available on the playground at the beginning and the end of the day for brief conversations
- Teachers are available to meet parents before or after the school day by appointment. Parents can contact the school office to arrange these meetings
- At St John's, we believe for your child to be successful they must be involved in the process of setting their own targets and in how they learn. As a target is met, new ones are devised to establish an ongoing learning process. Each target is created to be very specific, measurable, challenging and achievable

- You will be invited to an MSP review each term to discuss progress, targets, learning strategies and any issues that have arisen. This will be with the class teacher and with our SENCO. This is an opportunity for you to discuss how you can support your child's learning at home so that everybody is working together to move the child's learning forward
- You will also have the opportunity to meet with our SENCO regularly. This is an opportunity to discuss progress being made or any concerns the school or you may have. If you find it difficult to meet with the SENCO due to other commitments, this can be done over the phone or via email.

How will the school involve me in my child's education?

- You will be invited to meet with the SENCO and class teacher termly to review targets and strategies for learning, adopting an Assess, Plan, Do, Review approach.
- In addition to your child's annual report, you will have access to:
    - Parent consultations (Autumn and Spring terms)



The A-P-D-R cycle should be consistently employed throughout the graduated response

  - Appointments with your child's class teacher, made via the school office
  - Transition meetings
  - Annual Reviews for EHCPs (if applicable)
- We also encourage parents into school to see how their children learn and what they are learning. This could be in the form of:
  - Online learning platforms
  - Welcome meetings and Curriculum Information meetings for every class
  - Curriculum Workshops
  - Opportunities to join your child's lesson
  - Open School (an opportunity for parents to visit their child's classroom and see what they have been working on)
  - Open days

How will the school involve my child in their education?

- Pupil conferencing with class teacher and SENCO
- Pupil voice forms an important part of target setting and deciding upon the strategies to achieve those targets
- Where appropriate, children with an Education, Health & Care Plan (EHCP) will contribute to their annual review and their thoughts are taken into consideration

How will the school staff support my child?

- Class teachers remain responsible and accountable for the progress and development of pupils within their class, including where pupils access support from support staff or specialist staff
- Learning Support Assistants work alongside class teachers to supplement, not replace, teaching and learning delivered by the teacher within the classroom
- Learning will be differentiated according to your child's needs and matched carefully to their stage of development, prior learning and next steps

- Small steps of learning will be tailored to your child's individual needs and scaffolding provided to support their developing understanding
- Where targeted provision outside of the classroom are required, these will be 6-week interventions planned and evaluated by the SENCO and delivered by Learning Support Assistants under the guidance of the SENCO
- Learning Support Assistants work across classes and key stages to ensure expertise in specialist areas are used to the greatest impact

Who is responsible for helping my child at school?

Universal Provision

Class teachers remain responsible and accountable for the progress and development of pupils within their class, including where pupils access support from support staff or specialist staff.

Contact the school office to arrange a meeting:

office@st-john-andover.hants.sch.uk

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

SENCO: Mrs L Horrell

SENCo@st-john-andover.hants.sch.uk

Targeted Provision

Planned by SENCO and delivered by Learning Support Assistants

Specialist Provision

Planned and sometimes delivered by other professionals

Could also be delivered by Learning Support Assistants, overseen by the SENCO

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

At St John's, it is our duty as a Catholic school to recognise that all of our children are unique and should be treated equally. They have a divine origin and an eternal destiny. Our faith and our mission demand living out the Gospel values of equality, honesty, support and co-operation with each other. All have access to the curriculum however, we understand that for some children, reasonable adjustments and extra support is required if they are to do this.

- Learning is planned with your child at the centre following a series of assessments so that the learning is aimed at an appropriate level with the correct amount of challenge (Assess, Plan, Do, Review)

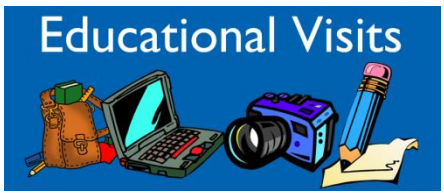
How is the decision made about the type and how much support my child will receive?

The teacher, SENCO, parent and child will meet to discuss and agree interventions and support, including expected outcomes:

- MSP meetings with parents, class teacher and SENCO each term
- MSP meetings with class teacher and SENCO each half term
- Termly SEND drop-in meetings with SENCO to discuss emerging concerns
- Targets are set within MSP meetings and evaluated every six weeks.
- ELSA (Emotional Learning Support Assistants) meetings to identify area of need and support the planning of a programme

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and seek advice from other professionals.



- After school clubs - the school will make every effort to accommodate children with additional needs, however the staffing levels will not support 1-2-1 care requirements. Each case will be assessed individually and risk assessed to ensure everyone's safety.
- For residential trips, a more flexible approach may be necessary. Overnight arrangements may be changed to allow the child to be brought to the site on a daily basis, by a parent, in order to reduce anxiety.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then

alternative activities which will cover the same curriculum areas will be provided in school.

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

- Relationships between pupils and adults within the classroom and across the school are our first priority. Building strong relationships is the key to success.
- Every child in every class has access to a carefully and progressively sequenced Relationships and Health Education Programme using resources from Ten Ten and our own PSHE programme which includes resources from NSPCC, Anti-Bullying Alliance and Safe4Me.
- We have experienced Emotional Literacy Support Assistants (ELSA). Following identification and assessment of need in partnership with parents, the children can have 6-week targeted 1:1 or group sessions.

- We have close links with our partners in health: the school nurse and therapists team.
- Referrals can be made to the Early Help support team
- We listen to the views of all children and through our school council and roles of responsibility, all children are able to contribute to all parts of school life.

What training is provided for staff supporting children with SEND?

- All staff have undergone training from Outreach Services on supporting children with a range of additional needs including Autism and Muscular Dystrophy.
- All staff receive regular training and updates for the main categories of special educational needs.
- Staff have received training on how to deliver Precision Teaching, how to make the curriculum more accessible for the dyslexic learner and strategies to improve learning for children with special educational needs.
- Staff regularly receive training from the Primary Behaviour Support Service to ensure we are using appropriate strategies and resources effectively.
- Staff are well prepared when a child with particular needs is coming to the school or moving into their class. Training in that area will be given by the SENCo or relevant professional and a good transition procedure will ensure to guarantee the child's needs are met.

How accessible is St John's?

- We make reasonable adjustments taking advice and support from other professionals
- Part of the school site is across two levels but we have five accessible classrooms downstairs.
- We have a care suite, disabled toilet and shower downstairs.
- Parents are fully involved in making any reasonable adjustments.
- We work closely with outside agencies for consultation, observation and advice. These include Educational Psychologists, Speech and Language therapists, Paediatricians, Occupational therapists, Physiotherapists, CAMHS, Children's Services and Learning Support Services etc.

What steps could I take if I have a concern about the school's SEND provision?

- In the first instance, please make an appointment to speak with the class teacher.
- Contact the SENCO by email (senco@st-john-andover.hants.sch.uk) or through the school office by phone (01264 361806).

How will the Governing Body at St John's meet the needs of pupils with SEN?

- School promote the use of SENDIASS, Special Educational Needs & Disabilities Information Advice & Support Service, to assist them in the process of requesting an Education, Health & Care Assessment and for other matters that may arise for SEND throughout their time at St John the Baptist.
- The SEND link governor, reviews SEND provision and meets with the SENCO to provide support and challenge.
- SEND provision and the progress, attainment and wellbeing of our pupils is a standing agenda item each term.

How will you prepare and support my child to join school and/or transfer to a new school?

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- SEND surgeries between class teacher and SENCO
- Observations made by class staff and SENCO – "A day in the life of…"
- Meeting between parents and SENCO/class teacher

When a pupil on the SEND register moves to another primary or secondary school, an increased level of contact with the receiving school is initiated by the SENCO to discuss:

- Current needs
- Provision in place to meet those needs
- Attainment and progress
- Emerging needs
- Safeguarding records and attendance

What support is available to me as a parent?

- In the first instance, you should speak with the class teacher. Meetings can be arranged by contacting the school office:
  office@st-john-andover.hants.sch.uk
  01264 361 806
- Following this, you could arrange to meet with our SENCO, Mrs Horrell
- Further information can be found within our SEND Policy. A copy can be found on the school website or can be obtained by contacting the school office.
- SENDIASS - https://www.hampshiresendiass.co.uk
- Special Educational needs and disability – A guide for parents and carers
- IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk
- As a parent, you have access to Hampshire's Local Offer. This is a website dedicated to services and information for children with SEND.