

St. John's C.E. Primary School, Radcliffe



Children and Families Act 2014 Special Educational Needs and Disability – The Local Offer

The Special Educational Needs and Disability Code of Practice (January 2015) prescribes the information that schools must publish on their website, which must also be available through the local authority's published Local Offer. This document taken from Bury Council, Children Services framework, and sets out the Local Offer at St. John's C.E. Primary School, Radcliffe.

How does the school know if a child needs extra help?

How do you identify children with special educational needs?

Information about pupils is gathered in a wide variety of ways including;

- ☐ Information from children's pre-school setting where relevant.
- ☐ Induction sessions involving children and parents before entry into the Foundation Stage Unit including home visits.
- ☐ Early Years Foundation Stage data and continuous observation.
- ☐ Ongoing assessment by teachers. This is when Data is analysed for attainment and progress to identify whether a child is falling behind their peers and/or whether the child is not progressing as expected.
- ☐ Pupil Progress Meetings – teachers meet termly with the Head of School and Senior Leadership to identify and discuss any pupils who are not progressing as expected
- ☐ Interventions will be put in place where necessary. It is during this 'notice, check and try' period that the impact of this assessment is explored.
- ☐ Pupils who despite intervention in the 'notice, check and try' period who still are not making progress will need more careful consideration and planning for. A strength and needs review will be made with the SENDCO and class teacher and parents invited to discuss what has been tried so far. The child will be added to the school's Special Needs register and will be recognised as requiring SEN support.
- ☐ A Pupil Passport will be created in co-partnership with the child, parents/carers and the school. This will outline the best practice model for supporting the individual child to access education.
- ☐ Based on the outcomes of the Strengths and Needs meeting, a Learning Plan will be drawn up to include SMART targets. (Specific, Measurable, Achievable, Relevant and Time Bound)
- ☐ The plan will be shared with parents and the impact measured termly as new targets are set.
- ☐ Additional provision can be costed based on the support given and the frequency.

- ☐ SENDCO Consultation meetings with outside agencies (at least termly but often more frequently). The SENDCO can seek advice about children who are on SEN Support. Specialists will advise whether further observations or assessments are necessary and appropriate.
- ☐ Observations by outside agencies where necessary.
- ☐ Educational psychologist assessments and reports where available and where appropriate.

What is the school's approach to teaching children with Special Educational Needs?

How will school staff support a child?

Who will oversee and plan the education programme?

Who will explain this to me?

What support is available for improving emotional, mental and social development of children with SEND?

How are School Governors involved and what are their responsibilities?

- ☐ St. John's has a fully inclusive policy and is committed to ensuring all students receive a high-quality education and realise their academic potential regardless of any challenges they may face. Children with SEND are educated in the classroom as part of the Quality First Teaching Model but will receive intervention and support by teachers and teaching assistants on a personalised and individual level. The SEN Code of Practice recognises that every teacher is a teacher of SEN. Class teachers have responsibility for progress of all children in their class. The needs of SEN children should be reached via the inclusive classroom.
- ☐ Not all children on the SEN register require or have an Education Health and Care Plan (EHCP). EHCPs are applied for children whose needs are complex and where support will be needed in the longer term due to a physical disability or complex learning difficulty.
- ☐ Children with an Education Health Care Plan (EHC Plan) receive the necessary support as set out in their Plan. Their provision is tailored to meeting their needs. This is unique to each child with an EHC Plan. St John's believes that children thrive when they are given the tools to succeed and become independent and grow as individuals. Research from the EEF (Educational Endowment Foundation) recognises that the historical model of attaching a teaching assistant to a child with special needs has a hugely detrimental impact upon their future success. Over reliance upon an adult only tells a child with special needs that they aren't capable. We support children using the 'least support first' model which meets the child at the point at which help is needed. It upholds high expectations for all learners and celebrates what the child can do for themselves.
- ☐ Children who are at School Support stage will have their needs met in a variety of ways. This can be through individual support in the classroom, one to one support, small group work or intervention groups.

- ☐ St John's uses 'My Happy Mind' from Reception through to Year 6 as a tool for delivering a broad and balanced approach to understanding Personal, Social and Emotional Development. This is a Quality First Teaching offer for all pupils and is inclusive of SEN pupils. Pupils with SEMH (Social, Emotional and Mental Health) difficulties relate what they have learned about the brain during these sessions and supports pupils' self-regulation.
- ☐ The school has a pastoral system in place to provide support to all children; all staff are available to listen to any concerns children may have. Children who need additional provision have a key person (trained in Trauma Informed practice) to go to.
- ☐ Additional support is available whenever necessary for pupils who are vulnerable, and for those that experience a range of emotional, social and behavioural difficulties. The Inclusion Team meet each month to identify vulnerable pupils and make provision for them a priority.
- ☐ Children can give their views and express any concerns through the School Council, enabling feedback on the effectiveness of support provided.
- ☐ There is a link SEN governor who meets with the SENDCO and reviews the procedures in school.
- ☐

How will the school adapt the curriculum and learning environment for children with Special Educational Needs?

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

What are the school's approaches to differentiation? How will that help my child?

- ☐ Children will be supported in fully accessing the curriculum according to need, which may sometimes be through one-to-one support with a teacher or teaching assistant, access to an intervention programme, or by working in smaller groups. A 'Velcro model' of SEN support is not offered as we want the child to flourish and not rely upon the support of an adult. Staff begin with the child's strengths and needs and offer the least support first to foster independence. "Least support first" in SEND (Special Educational Needs and Disabilities) practice refers to a principle where educators initially provide the least amount of support necessary for a student to complete a task, gradually increasing assistance only as needed. This approach promotes student independence and ownership of learning, while ensuring they receive the appropriate level of support to succeed.

- ☐ Consideration will be made to the logistics of the building where possible to best meet the needs of pupils. On occasion, and where appropriate; external professionals may be asked to come into school to advise and support in ensuring a best practice model is followed.
- ☐ Teachers focus on adaptive teaching in their planning, ensuring that work is appropriate for the individual needs of every child. They work hard to ensure that all children can access the curriculum successfully while maintaining a high level of challenge to ensure children make excellent progress in their learning.
- ☐ Teachers follow the guidelines for a 'Dyslexia Friendly Classroom' to help all children access the curriculum and resources more easily.

How is expertise secured for teaching staff and others working with children with Special Educational Needs?

Are there specialist staff working at the school and what are their qualifications?

What training do staff who support children with SEN undertake?

What other services does the school access including health, therapy and social care services?

- ☐ The SENDCO achieved a Postgraduate Certificate in the National Award for Special Educational Needs Coordination through Edge Hill University in 2019.
- ☐ The SENDCO and the headteacher are accredited by Trauma Informed Schools UK as Senior Designated Mental Health Leads in school. They support the pastoral team in the strategic planning of support for pupils additional Social, Emotional and Mental Health needs.
- ☐ Teachers and support staff are trained in Trauma Informed practice.
- ☐ St John's has a Pastoral Lead who is trained in therapies including CBT and is in the process of becoming an accredited play therapist. She completed an 11-day diploma in 2023 to support the Trauma Informed Schools model.
- ☐ St John's is working with Bury NHS to provide support in school for children who don't meet threshold for CAMHS but need some support from the Mental Health Support Team.
- ☐ Where appropriate, Teaching assistants are deployed often to support the class whilst teachers are supporting the most vulnerable.

- ☐ Additional training for staff is secured where necessary; this may be delivered in school by the SENDCO or by external training sources such as specialist teachers or healthcare professionals.
- ☐ School can refer to a range of services for advice and support where necessary. Services include the school nurse, Bury Educational Psychology Service, Speech and Language Therapy, Additional Needs Team, social care and CAMHS.

**How will progress of children with Special Educational Needs be assessed and reviewed?
How will parents/carers be involved in this review?**

In addition to normal reporting arrangements what opportunities will there be for parents to discuss progress with school staff?

How will school explain to parents how their child's learning is planned, and how a parent can support learning outside of school?

How and when will a parent be involved in planning for their child's education?

- ☐ A wide range of assessment tools are used at St. John's and data is analysed and discussed at least termly. Children's progress and attainment are regularly monitored and reviewed.
- ☐ Planning for bespoke educational programmes happens with the class teacher and advice and support from the SENDCO. This is based upon the child's current level of need and how we can best meet the child's needs over the next half term. This information is added to the child's learning plan which is stored on 'Insight'.
- ☐ It is the duty of the class teacher to communicate with parents of children with SEND around their progress and to share new learning plans with them to enable a joined-up approach to next steps for the child.
- ☐ Parents' Evenings are held termly and should be a celebration of the child's achievements. These meetings are additional to the meetings where provision is discussed.
- ☐ Children with an EHC Plan have a formal annual review during the school year. Parents are provided with information about this several weeks before and are invited to attend.
- ☐ The views of children with SEN are sought before their Annual Review meetings and are included as part of their review.

How will the effectiveness of the school's special educational provision be assessed and evaluated?

How does the school know how effective its arrangements for children with special educational needs is?

- ☐ The progress of all pupils is monitored through the progress tracking system on Insight. This is reviewed by teachers and Senior Leadership to ensure that progress is made by all pupils, including those with SEN. If adequate progress is not being made, then interventions are put in place.
- ☐ Any interventions undertaken are regularly monitored with feedback given to parents on attainment and progress.

How can children with Special Educational Needs access the school's facilities?

What activities are available for children with Special Educational Needs to access in addition to the curriculum?

How accessible is the school environment?

How will a child with SEND be included in activities outside the classroom, including school trips?

Will the child be able to access all the activities of the school, and how will school assist them to do so?

- ☐ St. John's has excellent safeguarding procedures embedded to ensure that all pupils, staff and visitors have a safe environment. The school does have wheelchair access, but the school would need to review any application on a case-by-case basis to determine whether we could accommodate a child's needs even after reasonable adjustments.
 - ☐ St. John's has a fully inclusive policy and children with any form of SEN are fully integrated in all aspects of school life. Pupils will be supported on a needs basis which may be one to one support with a teacher or TA, specific intervention programmes, small group work, lunchtime support etc.
 - ☐ Adaptive teaching involves adjusting instructional methods and materials to meet the diverse needs of students. These strategies ensure all learners can access and engage with the curriculum, fostering a more inclusive and effective learning environment. This could look like providing different size and coloured balls in Physical Education, different fonts and overlays.
 - ☐ As part of our inclusive policy the school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEN or disability. Special support and considerations are made when managing risk.
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- ☐ Parents are invited in to discuss prospective trips and visits and their feedback is welcomed.

Transition

How will the school prepare and support a child to join the school, transfer to a new school, or move to the next stage of education?

What information will be provided to his/her new school?

- ☐ School has a robust induction process which offers parents and children chance to come into school for a tour before they begin their St John's journey.
- ☐ SENDCO will reach out to services involved already to establish what the support offer would need to look like.
- ☐ Consideration is made to how provision may need to be adapted to suit the needs of the young person before they start with us.
- ☐ For children leaving for High School, the school has close links with partner secondary schools and through taster sessions and open days seeks to minimise the impact of transition.
- ☐ Assessment and progress data, attendance and behaviour information and information about friendship groups etc. is collated by the Year 6 teacher and forwarded to the relevant secondary school to enable a smooth transition.
- ☐ Pupil Passports and learning plans are shared with the High School tutors.
- ☐ The SENDCO forwards any additional information to the SENDCO of the child's secondary school.
- ☐ Where children have an EHC Plan the SENDCO of the child's secondary school will be invited to attend the child's Year 6 Annual Review meeting.
- ☐ Any child leaving our provision to a specialist setting will have an enhanced transition to ensure smooth handover and 'good goodbyes'.

Who can parents contact for further information?

If a parent is considering joining the school they should contact Mrs Cansdale, Headteacher, who will discuss any initial enquiries and arrange for them to visit school where appropriate.

Mrs Hanson (SENDCO) is also available to answer any questions parents may have about SEND provision at St. John's.

Mrs Cansdale and Mrs Hanson can be contacted either by phoning school on 0161 723 1078 or by email at

StJohnsRadcliffe@bury.gov.uk

Parents of children with SEND can contact any member of staff or the SENDCO directly to discuss any concerns or issues they have with SEND provision.

Parents and carers of children with additional needs or disabilities who would like some advice or support can follow the link to the Bury Directory <https://www.bury.gov.uk/schools-and-learning/send-graduated-approach-toolkit>

For further or more detailed information about the four broad areas of need in SEN, the four-part cycle school will implement for children on SEN Support and the steps involved in requesting an Education Health Care Plan, please see the Special Educational Needs and Disability Code of Practice: 0 to 25 years document which is available to download from the Department for Education

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Reviewed July 2025
Mrs Hanson (SENDCO)