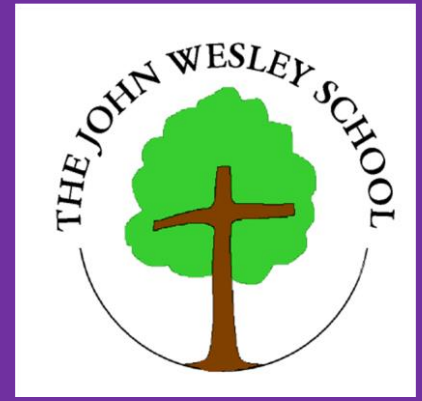


The John Wesley Church of England
Methodist Voluntary Aided Primary
School



A guide to supporting Special Educational Needs at the John Wesley CEMP School 2022-2023



John Wesley CEMP School

Updated January 2023

John Wesley contacts

<p>Head teacher – Miss Rachael Harrington</p> <p>headteacher@john-wesley.org.uk</p>		
<p>Deputy Head teacher – Mrs Cathy Clark</p> <p>deputy@john-wesley.org.uk</p>		
<p>Office Manager – Mrs Karen Johnson</p> <p>office@john-wesley.org.uk 01233 614660</p>		
<p>Special Needs Coordinator (SENCo) - Miss Karen Hanks</p> <p>senco@john-wesley.org.uk</p>		
<p>Family Liaison Officer (FLO) – Mrs Tracy May</p> <p>flo@john-wesley.org.uk</p>		
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Special Educational Needs and Disabilities Information Report 2022 - 2023

This report has been written in line with the John Wesley SEND Policy, which can be accessed from the school website. If you require any additional information, please do not hesitate to contact the Class Teacher or Miss Hanks (SENCo) at this email address senco@john-wesley.org.uk.

1) What areas of Special Educational Needs (SEN) do you support at The John Wesley CEMP School?

Some children have difficulties with their:

- English skills (Reading, Writing, handwriting, dyslexia)
- Maths skills
- Speech, Language and Communication Needs (SLCN)
- Gross (large body movements) motor control, Developmental Coordination Disorder (DCD)
- Fine (small body movements) motor control
- Social and Emotional development (making friendships, understanding boundaries, anxiety, managing their own behaviour, coming to terms with attachment and trauma issues, emotional difficulties that may arise if a child is a Looked After Child (LAC) or under the care of Social Services)
- Autistic Spectrum Condition (ASC) - Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them
- Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder (ADHD/ADD) - these are disorders that affect an individual throughout life. They are conditions of the brain that affect a person's ability to pay attention
- Medical and health problems (global learning development, hearing impaired, vision impaired)

Although each child may have a variety of different learning needs, key areas of need are identified to assist with planning and provision. These areas are:

- Communication and Interaction – covering Speech, Language and Communication disorders including Autism.
- Cognition and Learning – covering academic aspects of learning.
- Social, Emotional and Mental health, including ADHD/ADD.
- Sensory, Physical and Medical needs.

2) How are my child's needs identified? What should I do if I am concerned about my child's needs?

All children are valued, respected and welcomed to the school whatever their additional educational needs. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate. Any concerns you may have about your child can be shared with your child's class teacher in the first instance or Miss Hanks (Special Needs Coordinator, SENCo), and/or Mrs May (Family Liaison Officer, FLO) at any point during the school year. Additionally, should a member of staff become concerned about your child's additional needs or rate of progress, you will be contacted as soon as possible to discuss these concerns.

Children can be identified at any time, from either parent or staff member. Assessment periods and Pupil Progress meetings often highlight children that require further support. For those children who are receiving support "additional to or different from" that of the rest of the class will be supported through the school's SEN register. This is to ensure that all children receiving extra support can be monitored closely. Previously children were recorded on the SEN Census as either School/Early Action, School Action /Early Action Plus or had a 'Statement of SEN'. The Code of Practice removed these categories and now uses single category of 'SEN Support'. If your child has severe and complex long-term needs, they may have an Education, Health Care Plan (EHCP).

Academically More Able and Talented Children

As a school we acknowledge and celebrate the achievements of all children. Academically more able pupils are defined as those with particular abilities in one or more subjects of the statutory school curriculum. Talented pupils are defined as those with particular abilities in the creative or performing arts such as art and design, music, P.E., dance and drama. The school climate is one which encourages all children to achieve and recognises that children without a strong educational standing can have talents in other areas.

3) What assessments can be administered in school to better understand and support my child's needs?

The assessments listed below are an example of what can be administered after concerns have been raised via Teachers and/or Parents. Results are shared with Parents and class teachers/TA's to inform the next steps in support.

- Speech Link, Infant Language Link (Reception and KS1) and Junior Language Link (KS2) – this assessment investigates whether there are any speech sound difficulties, or any areas of language that need development. This assessment can lead to a consultation with the NHS Speech and Language department to see whether a referral is required
- Language for Learning/ Language for Thinking
- British Picture Vocabulary Scale – to measure a child's understanding of words
- Neale Reading Analysis test – uses small passages of text and questions to gauge an average reading age, comprehension age and reading rate
- Sandwell Early Numeracy Test – identifies children's strengths and difficulties within basic maths skills
- Dyscalculia Screener – this assessment looks at a child's strengths and weaknesses within basic maths skills
- Test of Memory and Learning 2 (TOMAL-2) – this bank of subtests measures children's verbal and non-verbal memory
- Comprehensive Test of Phonological Processing (CTOPP-2) – this bank of subtests measures children's understanding/abilities within phonological processing, phonological memory and rapid naming

- Wechsler Individual Achievement Test – (WIAT-III UK) – this assessment incorporates a number of subtests, which explores early reading skills, reading comprehension, single word reading, oral reading fluency and spelling
- Wide Range Achievement Test 5 (WRAT 5) – this is a nationally norm-referenced test that measures the basic academic skills of word reading, spelling, math computation and sentence comprehension

These assessments can be used to build a picture of a child’s learning profile and in some cases indicate that a child may have dyslexia. The John Wesley School follow the Kent Local Authority definition of dyslexia 2015, but please note that formal diagnoses will need to be made by a qualified Dyslexia specialist.

Kent Local Authority definition of dyslexia 2015:

“Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the ‘word level’ and implies that the problem is severe and persistent despite appropriate learning opportunities. It provides the basis for a staged process of assessment through teaching.”

(A working definition of Dyslexia, British Psychological Society, 1999, page 18). Consistent with the recommendations from The Rose Report (2009), Kent’s policy is that persistent difficulties with reading and spelling are best thought of as a continuum, not a distinct category. Identifying dyslexia does not rely on identifying a particular profile of cognitive skills. Indicators that a child is at risk of finding reading and spelling particularly difficult could include:

- difficulty in processing the sounds in speech
- difficulty in linking sounds to written letters
- difficulty in short term or working memory
- difficulty in processing information about letters and sounds quickly

Failure to grasp these underlying ‘phonological processing’ skills is almost universally agreed as being the underlying difficulty for children who find learning to read and spell particularly hard. Some children may also have additional difficulty with visual memory, visual discrimination or sequencing and with fine motor skills.

In addition to this, The British Dyslexia Association (BDA) acknowledges the visual and auditory processing difficulties that some individuals with dyslexia can experience, and points

out that dyslexic readers can show a combination of abilities and difficulties that affect the learning process. Some also have strengths in other areas, such as design, problem solving, creative skills, interactive skills and oral skills. BDA (2010). Therefore, as a school we promote the utilise the strengths that a child with a particular diagnosis may have.

4) How do you help my child within your school – what reasonable adjustments can be made?

Our curriculum aims to engage all learners, through developing children’s academic skills, independent thinking and resilience. High quality teaching that is differentiated and personalised meets the individual needs of the majority of children. However, some children need educational provision that is additional to or different from this in order to narrow the gaps in learning. Each class has a Teaching Assistant (TA), which improves the adult ratio in the classroom so every child receives more help.

Specific interventions, pre and post teaching take place throughout the day to meet the personal needs of the children. The school uses [the Mainstream Core Standards](#) as a framework to support children with SEND.

Learning can be differentiated via the objective or the outcome (how the child has to present their work, expectations of how many tasks will be completed) to meet the children’s specific needs and taking into account their strengths and interests where possible. Where there is a high level of SEND, children need a differentiated curriculum as they are unable to access the learning appropriate to their age. However, we are passionate that children feel very much part of their mainstream class and school life by ensuring they take part in Worship, school trips, whole class talk times and playtimes.

Some children require adaptations in order to help them access the curriculum more successfully such as: writing slopes, pencil grips, tinted books and reading rulers, wobble cushions, visual timetables and brain breaks. Where children may have a physical disability and are unable to use the stairs we have a lift at both ends of the school.

5) Is my child involved in this process?

Yes, where appropriate, all children are consulted in their steps towards addressing their needs (learning, social and emotional and/or medical needs). Where possible, children contribute to their target setting, reviewing their own learning through self-assessment and/or replying to their teacher's comments through developmental marking.

Where possible and appropriate, and dependent on child's age, the children are also involved in attending review meetings or sharing their views using a Communication in Print child voice form.

At the John Wesley School, we believe that if children are part of this process, they have a better understanding of how we are trying to support them and know what steps they can take themselves towards making progress.

Children in Key Stage Two are often invited to meetings so that they can see how the school works with parents/carers and so that they feel their opinions have been heard. Pupil voice is additionally gathered through individual questionnaires and via the School Council.

6) How would I work with the school to monitor my child's needs?

At the John Wesley School we have an open door policy and try to encourage family involvement at all stages of identifying and supporting children's needs. Currently we hold parents' evenings three times a year. Where there is a high level of support or assessment for your child, Miss Hanks will meet with Parents to discuss progress and review targets. We work together during these meetings to provide practical support and strategies for your child and/or family.

In cases where there are multiple outside agencies involved The Kent Local Offer will be consulted. ([Click here to access to Kent's local offer](#)) Agencies such as: Speech and Language, School nursing, Specialist Teaching Service (STS), Educational Psychologists (EP's), Early Help through Information, Advise and Support Kent (IASK), may become involved in formal meetings throughout the year where necessary/appropriate. For more details on Family support, please click on the link for [Early Help](#) and [IASK information](#).

7) How are the staff trained to manage my child's needs?

We are committed to developing the ongoing expertise of all our staff. This training includes: Safeguarding, First Aid, Anxiety/ Managing emotional wellbeing, Nurture UK (using the Boxall profile), Behaviour and Self-regulation techniques, Anti-bullying, Language for Learning, Language through Colour, Growth mindset, Quality First Teaching, dyslexia friendly classrooms, developing communication and interaction skills, Wellbeing and Involvement, Supporting bereaved children and Prevent Online training. All teachers are responsible for the children within their class and on the occasions that they are unavailable the class is taken by another qualified teacher who knows the children. The SENCo, Miss Hanks is a qualified teacher and holds the National Award for SEN Coordination. In addition to this, she has an MA in Enabling Learning and Inclusion and an MSc in Psychology.

Miss Hanks works closely with Speech and Language and the Specialist Teaching and Learning Service to share training opportunities.

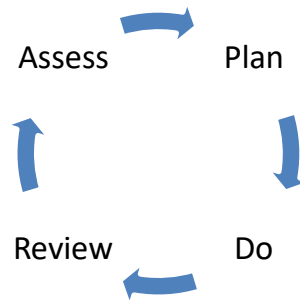
8) How are the staff deployed across the school?

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Teaching Assistants are matched to classes through experience, training and level of need. Teaching throughout the year is kept consistent by using familiar teachers to cover staff absences.

9) What is the graduated approach?

High quality teaching and additional interventions are the first steps to addressing children's additional needs. We use provision mapping to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. We make it a point to discuss aspirations with ALL our learners.

In line with the Special Educational Needs and Disability [Code of Practice](#) (2015) and underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. Assessment tools enable teachers to set small step targets in reading, writing and maths which can be easily monitored and reviewed by teachers and teaching assistants. Class teachers will complete an Assess, Plan, Do, Review cycle sheet throughout the year for children that are receiving SEN Support level.

During a review period, children can be highlighted if they do not appear to be making progress despite high quality teaching. Once highlighted, the SENCo is able to administer a range of assessments to determine your child's strengths and weaknesses.

These assessments support the teaching within your child's year group and are additional to the Class Teacher's assessments that happen on a regular basis within the classroom.

10) How does the school know that the provision for my child is effective?

There is ongoing assessment and monitoring of all children throughout the school year, including whole class, small group and individual provision.

- Assessment
- Transference of skills taught into independent learning.
- Child feels more confident in the given area of learning/ increase of speed and/or understanding.
- Pupil progress meetings
- SENCo monitoring in class.
- Lesson observations.
- Data analysis - SATS.
- Pupil comments.
- Book scrutiny.
- Tracking of progress/interventions.
- Termly review of provision maps.
- Learning walks and reviews.
- Feedback from parents and pupils.

11) How does the school provide for my child's social and emotional well-being?

At The John Wesley CEMP School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Well-being and involvement of every child is an integral part of John Wesley school life. We refer to The Boxall Profile and the Leuven scales of wellbeing and involvement to assess the social, emotional and mental development of the children. The staff encourage independence and positive relationships through Worship sessions, PSHE and RE lessons and throughout the day during unstructured times such as play and lunch time. Further information can be found in the John Wesley Behaviour and Anti-Bullying policies located from the 'Key Information' tab on the school website.

In conjunction with the class teachers and teaching assistants, Tracy May (Family Liaison Officer) and Karen Hanks (SENCo) can offer pastoral support to children. Examples of pastoral work include: difficulty with work, friendship issues, poor attendance, family break up, bereavement etc. One to One or small group sessions aim to encourage the child to feel safe and communicate with a key member of staff.

Mrs Chapman (a qualified teacher) is offering Music skills/therapy group and Mrs Devall (Teaching Assistant) has undergone training to deliver 1:1 and small social groups to help boost self-esteem and wellbeing. We are also fortunate to have a volunteer (a retired primary teacher) that delivers 'Drawing and Talking' sessions on a 1:1 or small group basis to further support children that might be going/ have gone through a difficult time or lacking in confidence for a particular reason. A range of strategies can also be suggested such as reward charts, visual timetables and feelings charts to support the children when in their home environment.

12) How do you support the needs of Looked After Children and Children in Care

The staff at the John Wesley School are very aware that children that are looked after, in care or under the care of Social Services may be experiencing high levels of anxiety and emotional uncertainty. The Designated Safeguarding Leads (DSL) and school staff receive annual Safeguarding training. In line with the SEND Code of Practice Section 10, the SENCo will support children, parents and carers and school staff to identify the needs of Looked After Children that have SEND. These children will be subject to a Care Plan and potentially an

Education, Health and Care Plan (EHCP). Outcomes and interventions will be monitored closely and further external agencies and referrals made where necessary to best support the child's needs. [The Virtual School Kent \(VSK\)](#) website has a wealth of information for both parents, carers and staff. The Virtual School acts as a local authority champion to promote the progress and educational attainment of children and young people who are or who have been in care so that they achieve educational outcomes comparable to their peers. Ensuring that they receive a high quality education is the foundation for improving their lives. For further information please see the Child Protection/ Safeguarding Policy on the school website

13) How does the school work with outside agencies to support my child's needs?

The SEND Code of Practice 2015 reflects many changes introduced in the Children and Families Act 2014. There is more of a focus on multi-agency working to ensure the best possible care and support for children's needs. This was formally known as the Common Assessment Framework (CAF) when it was thought that a child or family requires multi-agency support. Please click [here](#) to find out more about Early Help.

Additionally, further advice and support can be gained through the termly [Local Inclusion Forum Team \(LIFT\) meetings](#), Parent permission will be sought by Miss Hanks to discuss your child's needs with a team of professionals to decide the best way to support them.

An example of agencies we may work with:

- Speech and Language ([SALT](#))
- Occupational therapists ([OT](#))
- Specialist Teaching and Learning Service ([STLS](#))
- Educational psychologists (EP)
- Hospital/GP
- Child Health (based at The Rainbow Centre)
- Children and Young Person Services ([CAHMS/NELFT](#))
- Housing
- Social services
- Counselling services.
- South Kent SEN and Assessment Placement Service, Kroner House, Eurogate Business Park, Ashford, Kent, TN24 8XU, Tel: 03000 42 08 89 or email: SENSouth@kent.gov.uk

14) What is an Education, Health and Care Plan (EHCP)?

The purpose of an EHCP is to make special education provision to meet the special educational needs (Severe and complex long term needs) of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older prepare for adulthood. An EHCP will contain;

- The views and aspirations of you and your child,
- A full description of his/her special educational needs and any health and social care needs,
- Establish outcomes for your child's progress,
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo or Head teacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHCP being issued. Please click here for more details. [KCC Education Health and Care plans.](#)

15) How is the SEN budget arranged?

The John Wesley CEMP School receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities via support staff appointments, access to external services, additional teaching resources and staff training.

Our Notional SEN Budget this year was £319,130. The Head teacher, in consultation with the School Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school. The Head teacher and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs. This process is reviewed regularly to ensure that the best possible support is provided to those children who have additional needs and/or disabilities.

In addition to the Notional SEN budget, schools can apply for High Needs Funding (HNF) for a pupil with SEND that requires a high level of support. The school will need to submit evidence that we have put into place at least two to three rounds of the Graduated approach and supporting evidence such as external agency reports, diagnosis letters, SENCo assessments which highlight the significant SEND for the child. For more information, please click here [KCC High Needs Funding Parent information](#).

16) My child has an EHCP and Speech, Language and Communication Needs, can I access the schools' Specialist Resource Provision (SRP)?

We are very fortunate to have our own Speech and Language (SLCN) SRP on site. In order to access this support, your child needs to have an EHCP in place with SLCN highlighted as their main need. In addition to this, your child needs to have a diagnosis of a severe speech sound disorder and/or a Developmental Language Disorder. For more information, please see our 'SRP page' on the school website or contact the Lead SRP Teacher, Mrs Willis. The request for a placement at the SRP needs to go through the Annual review process initially. The SRP team then receive the consultation papers to decide whether the placement is appropriate and respond to KCC SEND department within 15 working days.

17) How will you help my child cope with change – starting the school as a new pupil, or moving onto Secondary School?

Children experience several transitions throughout their school life; each stage is slightly different and affects each child in a different way. The majority of children adjust to these changes naturally over time, for others they may need more support. For this reason, individual transition programmes are set up for children who have SEN to try and make this process as smooth as possible.

Transition	Method
Pre-school to Foundation Stage	Open days, New Parents Evening, Pre visits, meetings with parents/carers and child, visits to nursery, photographs of new teachers/class, FLO support with child and parents.
Moving up a year group	Move up transition sessions, photographs of new teachers/class, opportunities to meet all staff through attendance at clubs, worship and special events and teaching specific lessons.
Year 6 to Secondary School	Visits to and from secondary staff, transition weeks/days (depending on which secondary school your child is going to), Transport talks, FLO support for child and parents.
Late admission/transfer to this school	Visit to class to meet children and new teacher, peer buddy, circle time, FLO support.

18) If I'm not happy about the provision my child is receiving, what should I do?

If you have concerns regarding the SEN support for your child, please contact your child's class teacher via an appointment by the office/telephone; or speak to Miss Hanks or Mrs May. If you feel that after this stage your concerns are still present, please consult the Complaints Policy or [Information, Advise and Support Kent \(IASK\)](#)

[Please also visit the school website for the John Wesley School Complaints Policy].

19) Who is our SEN Governor and how are the Governing Body involved in SEN decisions?

We are fortunate to have Mr David Challoner as our School SEN Governor. The SENCo meets with the SEN Governors across the year, to discuss the current SEN needs of the school. An annual Governing Body meeting is held in which the SENCo attends to update all Governors on the latest developments within SEN including the current number of children with SEN/AEN, types of needs, SEN budget developments and targets/progress against the School Development Plan.

20) Which school policies have informed this SEND Information Report?

- SEN Policy
- Disability and Equality policy
- Complaints policy
- Behaviour policy
- Children in Care
- Pupil Premium Provision
- Safeguarding and E-Safety policies
- Confidentiality policy

21) Which Legislative Acts have been considered when compiling this SEND report?

The SEND Information report is written in line with the requirements of:

- SEND Code of Practice DfE and DoH 2015
- Schools SEN Information Report Regulations 2014
- The Children and Families Act 2014
- SEN and Disability Regulations 2014
- The Statutory Guidance on Supporting Pupils at school with Medical Conditions 2014
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- National Curriculum DfE 2013
- Schools Admissions Code, DfE 1 Feb 2012
- Teacher Standards 2012
- The Equality Act 2010
- The Mental Capacity Act 2005
- Inclusive Schooling DfE 2001
- The Education Regulations 1999

This policy should be read in conjunction with the following school policies and other Government guidelines:

- Behaviour Policy, Equalities Policy, Child Protection Policy, Home Learning Policy, Complaints Policy, Online Safety for Learners with Special Educational Needs and Disabilities (SEND) 2018, DfE Keeping Children Safe in Education 2022, Accessibility Plan.

