



St John's CofE Primary School Local Offer

1. What kinds of special educational needs does the school make provision for?

St John's ensures that the needs of all children are met. This includes their communication and interaction, cognition and learning, social, mental and emotional health and sensory, medical and physical development. Interventions and support can be accessed to help children with additional needs on an individual or group work basis. This may be internally provided or through the use of outside provision and expertise.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

The school regularly reviews and assesses children and if children are identified below their age related expectations, then further assessments will be undertaken. The children will be regularly monitored and extra provision may be put in place to support the children.

If you feel your child may have special educational needs it is advised that you speak to their class teacher who can then speak to the school's SENCO and begin to assess and gather evidence of your child's learning abilities.

If the SENCO feels that further assessment is required then they will liaise with the Family SENCO or other professionals for further assessments, advice and support to ensure the child's needs are being met.

Parents/carers and the child will be involved in throughout the process so they are aware of what is happening.

3.a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

School leaders, teachers and support staff evaluate the impact of interventions which are put in place. Throughout school children are identified and tracked through the Plan, Assess, Do, Review cycle. Using this process some children are then placed in specific intervention groups for further support. These children are monitored through the use of intervention plans which identify the needs of children and specific targets are put in place, these are then reviewed on a termly basis using baseline and outcome data. This enables effective interventions to be continued and extended, whereas less effective ones are either adapted or stopped.

Timetables are completed for children with additional needs who require bespoke support and individual personal profiles. These help children to work on key targets which are reviewed on a termly basis by the class teacher and SENCO.

Staff have received training in assessment and monitoring schemes, including P Scales, PIVATs, B squared and Pre-Key Stage Standards, for children working below the age related expectations.

Plans for the academic Year 2025-2026 include further whole school training and implementation of strategies to support children with resilience or SEMH needs and the implementation of assessment for children with SEMH needs using PIVATs.

3.b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

The class teacher, SENCO and senior management team regularly review and evaluate key assessment data to ensure the needs of all the children are being met. A child with special needs is carefully monitored and regular review meetings are held with the SENCO, class teacher, parents/carers and child, as well as other professionals if required. These meetings provide children and their parents/carers the opportunity to express what they think is working well and plan the next steps.

3.c) What is the school's approach to teaching pupils with special educational needs?

The school offers an inclusive practice where every child is included and catered for. Lessons are carefully planned, adapted and taught to meet the needs of all the children within the class. Each class is well resourced and for children with special needs, additional resources can be put in place, as well as some individual or small group work with teaching assistants.

3.d) How will the curriculum and learning be matched to my child's needs?

Each class teacher has a profile of their class and individual needs and learning activities are planned to match the children's learning needs. There are plenty of opportunities for children to work as a whole class, in groups, in pairs and individually. These activities take into account targets and prior learning to ensure your child is making progress in all areas of their development. For a child with a specific SEND they have a Personal Profile information sheet which gives key information about their needs, how they can be supported and key targets for those requiring a bespoke curriculum.

3.e) How are decisions made about the type and amount of support my child will receive?

The school regularly reviews assessment data to identify children who would benefit from interventions and support. The SENCO and class teachers discuss and review these interventions regularly and if further support is required then outside agencies may be accessed through the Family SENCO network support.

3.f) How will my child be included in activities outside the classroom, including school trips?

The school's equal opportunities policy ensures that, whenever possible, all children can be included in school activities and events, both within school and out on visits. Obviously if there is a risk to the safety and wellbeing of a child a decision will be made in conjunction with the parents/carers and the place that is being visited.

3.g) What support will there be for my child's overall well-being?

St John's offers a caring and nurturing environment alongside high quality teaching. This includes opportunities to engage in a range of activities and experiences within the classroom, outside or on educational visits. St John's offers an inclusive PHSE/RSE curriculum on a weekly basis in all classes and works closely with the Mental Health School Team who run workshops and sessions for the children on well-being.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details.

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5.a) What training have staff supporting special educational needs had and what is planned?

The school provides staff with CPD training according to its training plan. This prioritises training for staff who work with children who have specific needs. If particular training is needed to support an individual child or group of children, high-quality courses are sourced and attended.

Over recent years our staff have received training on Autism or Autistic traits by the National Autism society; Attachment and Trauma; ways to support children anxiety or behavioural difficulties; Lego 'Build to Express' to help support children with their anxieties, behaviours and communication difficulties; Alphabet Arc to support children with dyslexic tendencies and CRB (Coping with Risky Behaviours) training to support with the handling of a child in distress, if required.

In addition, staff have received up to date training in assessment tools to monitor and track children with SEN learning and attainment, including The Rochford Review.

During 2019 – 2020 staff received training in well-being and mental health of children – both identifying and supporting these in school and their families. As part of this work they also attended online training about ‘Loss, Bereavement and Change: Coronavirus and Beyond’. The SENCO also attended online training on ‘Coronavirus: Preparing for the return to school – SEND focus’, ‘The Big Transitions for Autistic and SEND pupils after lockdown’ and ‘Supporting ASC learners back into school’ before cascading information to all other staff members. Other staff, including TAs, also accessed online refresher courses about different SEND needs and attachments and trauma training. More recently staff undertaken training on becoming ‘Mental Health Champions’ which has been run by the charity Place2be.

In September 2025 lunchtime staff received training on neurodiversity and how they can best support children who are neurodiverse both in the lunch room and on the playground.

During 2025-2026 CPD is planned in ‘Nurture Training’, ‘Emotion Coaching’ and building the resilience of pupils as well as revisiting key training of the best practice to support children with Communication and Interaction difficulties, including interoception.

5.b) What specialist services and expertise are available or accessed by the school?

St John’s has access to a variety of services and expertise through Nottinghamshire County Council and the Family Network of SENCOs. If outside provision is required then the SENCO will support the class teacher and parent/carer to access this support to ensure the needs of the child are being met.

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

All of the school’s resources and equipment are itemised and securely stored.

The school is housed in a Grade II listed building, which dates back to 1837. This does mean that space is an issue, and access through certain doors is restricted, and there is little scope for adaptations or changes due to listed building regulations.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?

The school operates an ‘open door’ policy. Communication between home and school for all children is valued highly. In addition, for children with special needs, regular review meetings are held with the SENCO, class teacher, parent/carer and child, where appropriate, to discuss the child’s targets, needs and action to be taken. In these meetings parents/carers are able to express any concerns and become aware of how the school is supporting their child. These meetings are in addition to regular parents’ evenings and are held up to three times a year, usually one per term – Autumn, Spring and Summer.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Where appropriate and after parental permission the children are involved in their review meetings and can have the opportunity to express their thoughts and feelings about school, their work and activities they partake in. If a child is unable to be part of these meetings then alternative methods are used to ensure the child’s opinion can be heard.

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

If any parent/carer has a complaint about any aspect of the school they should refer to the complaints policy which can be obtained from the school office, or via the website www.st-johns.notts.sch.uk

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body holds school leaders to account for its provision for children with special needs. The SENCO works closely alongside the head teacher to provide governors with an overview of special needs provision in the school. The named link governor for special needs is Mrs Sarah Terry.

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

The SENCO is aware of outside provision and can make referrals through the Family of Schools' SENCO Network Springboard meetings, which are held each term.

12. How will the school prepare my child person to:

i) Join the school/setting?

Inclusion of all children is a priority at St John's. Regardless of a child's needs they will be encouraged to actively participate in all activities and aspects of school life, at a level which is appropriate to them. Where appropriate phased transitions are planned to support the needs of a child. When children start school they are offered physical visits to the school where they are given an opportunity to meet with the class teacher. There are also times when visual information and maps of the school are sent home prior to the child starting school.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

A carefully planned programme of transition is in place for all pupils, with particular attention given to those children who may struggle at these times, such as children with certain special needs. When appropriate, extra transition days will be arranged with specific secondary schools to support children, with additional needs, with their move to senior school.

iii) Prepare for adulthood and independent living?

The school work very hard with all children to prepare them for the next stage of their education. Within each class children are constantly reminded through different modules, topics, PSHE lessons and visitors about future education, jobs, careers and lifestyles they can live when they are older. Through science modules/lessons and PSHE/RSE lessons children look at themselves and the human body is discussed at various levels, to suit different year groups and abilities. This includes discussions of keeping healthy, eating the right food and cleaning our bodies properly. In Year 5 and 6 all children have the opportunity to attend a career's fair organised by another local primary school to find out information about professions and careers in adulthood.

13. Where can I access further information?

The school's SEND policy can be found at www.st-johns.notts.sch.uk

For further support and advice, see the Nottinghamshire County Council Local Offer which can be found on the Nottinghamshire County Council's website,
<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/home.page>

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