



St John's Church of England Primary & Nursery School SEND Information Report 2025-26

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At St John's C of E Primary we are proud of our inclusive and nurturing ethos. We strive to ensure all our children receive high quality teaching and aim to work in partnership with parents. As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0 – 25.

The intention of this report is to set out our offer and provide choice and transparency for families.

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of their potential. This should enable them to:

- Achieve their best
- Become confident individuals in fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education training. “ (SEND 0-25 Code of Practice, 2015, p92)

Information On...	School Response
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The kinds of special educational needs that are provided for in our school	St John's C of E Primary School is a mainstream, inclusive school for children aged between three and eleven years of age. Our school is proud of its inclusive and welcoming culture and ethos. In our school, every teacher is a teacher of SEND and every effort is made to ensure children with SEND are identified early and swiftly and support them to overcome their barriers to learning. The school fully complies with the requirements outlined in the Special Needs Code of Practice (2014). Staff have been trained, through Waves of Provision, to enable them to cater for learners who may have difficulties with: • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and/or Physical Wave One - Quality first teaching is about having high expectations and meeting the needs for all learners to ensure children make progress from their starting points and achieve success. The classwork is carefully adapted to meet all pupils needs Wave Two - Wave One plus time limited, additional support or appropriate intervention put in place to support learning. Wave Three - Wave One and Two plus more personalised intervention put in place aimed at minimising the gap and maximising learning. This information is all available as part of our OAP, which is reviewed annually.
Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCo	The progress of all children is rigorously tracked and monitored. Below lists how we identify and review children with SEND and seek to understand their barrier for learning: • Concerns expressed by parents/carers or others who know the child - we promote an open door policy • Liaison with pre-school settings – early intervention – information gathered on entry, including home visits. Our Speech and Language specialist will screen children on entry for any communication or speech and language needs. Speech and Language sessions are then planned and delivered. • Early Years Foundation Stage Profile and scrutiny of data. In the Early Years we use Tapestry to share learning of children between home and school. • Assessment from external and specialist agencies

- Teachers and support staff monitoring and observations - concerns are passed on to the SENCo, who acts to support and provide guidance. Staff are continuously assessing children's needs based on their knowledge of the children.
- Head Teacher, Senco monitoring and getting to know children through learning walks, observations open door policy, liaising with parents and professionals
- Assessments carried out to track baseline and progress made
- Through training and professional development of all staff
- Identifying children through our waves of provision and providing Individual Support Plans for children on Wave three

Children's progress is monitored through:

- Weekly: care committee, planning preparation and assessment time for teachers
- Bi-Weekly: SLT meetings
- Half termly: Twilight sessions planned for TA's for CPD and training
- Half termly: Pupil progress meetings with Head Teacher, class teachers meeting with SENCo to scrutinise provision and progress
- Termly - parent consultations, SENCo meeting with relevant parents to discuss progress and provision
- Ongoing: meetings with core members of the multi professional team (Educational Psychologist, Speech and Language therapist, Learning and Language Support), parent consultations.

The Code of Practice recommends a graduated approach to the support and information gathering process. A whole provision map details how we meet the needs of all our children. Class provision maps set out interventions in place for children who are identified as requiring Wave Two provision and interventions. Individual Provision Maps (using Edukey Provision Map software) are completed for children who are on Wave Three or have an EHCP. They also have an overview of their needs, so that staff who are working with them are fully aware. Staff will respond early to concerns over pupil difficulties, discussions will take place formally and informally, parents will be involved. There will be a graduated response and review cycle, managed by a staged process of information. Meetings also take place where the overall development of children will be discussed.

The school has a SEND policy and whole school provision map which can be found on the school website.

	Our Inclusion Lead is Meghan Woodhouse. For phone enquiries, please call our school office on 01306 885406 or email senco@stjohnsdorking.uk
Arrangements for consulting parents of children with SEN and involving them in their child's education	Partnership with Parents We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. The school operates an open-door policy where parents are invited to come in to speak to the class teacher, SENCo or Head teacher should they have any concerns about the overall progress or needs of their child. The school takes every opportunity to strengthen this dialogue. We host two formal parent meetings throughout the year in the autumn and spring term where the progress of the child is discussed and any needs shared and explained how they will be acted upon. Should more contact be required our staff will make suitable arrangements to ensure this is put in place. If appropriate, we will arrange meetings between parents and outside agencies whose advice we may have sought concerning alternative intervention strategies. The school also shares progress feedback through a mid-year pupil report which provides detailed information and data on how their child is progressing. Parents are invited to attend termly 'Inspire' sessions, where they come into class for the morning, so they can see first-hand how their child learns. If parents think that their child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher and SENCo to discuss their child's needs. We have a layered approach to supporting children with their social, emotional and mental health needs. We have a whole school Nurture approach. Zones of Regulation is used as a whole school approach to support emotional regulation and staff are trained in emotion coaching. We have a nurture group, 'The Orchard', a play therapist, and four trained ELSAs who support children from Nursery through to Year 6 as well as a Home School Link Worker, who provides support to children and their families. The nurture specialists have an outreach service and provide guidance and support to, not only children at St John's, but local schools as well. Our play therapist also works with families to support their children. Our Home School Link Worker provides valuable support to parents and can signpost to other agencies. We also have a Forest Schools teacher who supports groups of children to improve self esteem and delivers outdoor Nurture & Grow small group or one to one support for children with social and emotional needs. Several of our staff are trained in Lego Therapy, Drawing and Talking Therapy and also Art therapy, which is another way in which we can support social and emotional needs. We have some staff already trained in play therapy and more being trained this term. A further specialist is our Youth Worker, who supports individual children as part of the Belong project and also a mentor who works with individual children in upper KS2 to build self esteem before

	transitioning to secondary school. We offer an Inspire Breakfast for children who need a gentle soft start, as well as breakfast club to support children with transition from home to school. Each child has a journal according to the class they are in. This is used to record homework and reading but also provides parents with valuable information and guidance on how they can support their child's learning. Through our newsletters and half termly class topic overviews, we regularly share information about the curriculum and we encourage parents to support their children's learning. We host a number of curriculum 'drop-ins' to help families understand what learning is expected and how they can best support their child's needs. We also have a thriving parent teacher association and welcome and encourage new members. The St John's C of E Primary Community Links & Friends members attend meetings, vote on proposals and make suggestions for spending money or raising funds. For more information about the PTA please contact the office on 01306 884506 or drop in a note to the school office for the attention of the PTA. The school also has positions for Parent Governors within the school's Local Committee. Members take an active role in the overall running of the school, including financial management, curriculum development and whole school improvement. When a vacancy arises parents are asked by the Local Committee whether they would like to apply for the position to the Chair of the Local Committee and are voted for by the rest of the parents to fill the role.
Arrangements for consulting children with SEN and involving them in their education	Pupil Voice Children requiring Wave 2 interventions will have targets recorded on a class provision map with details of provision being put in place to support them. Children know what they have done well and what their next steps for learning are through marking and through discussion with the teacher and teaching assistant during class work and interventions. Children on Wave 3 interventions will have their Individual Support Plans with their targets detailed on them. We use child friendly language so that children are able to understand the expectation.
Arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with	During our 'assess, plan, do, review' cycle we look at the actions needed to support a learner towards achieving their outcomes. Pupil progress meetings for all children are held with the Head Teacher to monitor progress being made towards meeting their outcomes and end of year expectations. We work in partnership with parents of children with ISP's and meet to assess, plan, do and review learning. The ISP's are designed to be working documents. If a target is met before the termly review then the class

parents and children as part of this assessment and review	teacher and child can create a new target to narrow the gap between their learning and their final outcome. The comments written on the ISP are used as part of the review progress when setting new targets. We also have a HSLW who can support parents and make recommendations on how they can positively engage with their child's learning and all round development. Helen Young is a familiar face around school and is happy to be approached either in person or through the school office.
Arrangements for supporting children in moving between phases of education and in preparing for adulthood.	We work collaboratively with all our pre-school settings, secondary and specialist schools, sharing information so that transition to the next setting is made easier. When meeting other professionals we share information on all our children and, where relevant, their ISP to give the new setting a clear overview of the child. We aim to build excellent relationships with the settings that our children move on to and arrange additional visits to these as part of our transition process. For our children moving into Key Stage One, Two and Three, we also make moving up books or handouts that are taken home over the summer holiday so children can become familiar with their new setting. Our class teachers meet with the receiving teacher to share knowledge and effective strategies, to ensure consistency. We have a robust induction programme in place for new children entering our Early Years Foundation Stage. Arrangements are made, with relevant staff, to visit children at home prior to starting school. We also visit them at their previous setting, if not attending our nursery. Our Early Years leader and/or Inclusion Lead will meet with pre-school staff and parents to discuss any special needs the child may have. Children are invited to 'stay and play' sessions prior to starting, as part of their induction programme. Parents are welcome to meet with their class teacher or SENCo to discuss the next step in their child's educational journey. In this meeting guidance and advice is given so the parents can take an active part selecting the best setting for their child. Information on the support available to them from outside agencies is discussed and how to access it. If a child is new to our school midway through the academic year then the relevant information will be obtained from the previous school or nursery in the same manner as outlined above.

The approach to teaching children with SEN	Our approach to teaching children with SEND is as follows: • Quality First inclusive practice (Wave 1) is clearly defined in our school and we expect all staff to deliver this. Staff make reasonable adjustments to help include all children, not just those with SEND. • Should additional support be required, this is decided following analysis of the children's progress at half termly pupil progress meetings between the class teacher and Headteacher. • Class teachers meet with the SENCo every term to review and analyse outcomes, targets and provision maps. Next steps in learning are discussed and provision maps are then updated • Class teachers take on advice given by specialist outreach services and other professionals • Information is also shared with parents at termly parents evening or more regular informal meetings where it can be discussed in detail. • The Senco, in consultation with the Head teacher and other staff, considers a variety of options for suitable provision and continually strives to review its effectiveness and make necessary adaptations. • Teaching Assistants (TA's) provide high quality interventions which are targeted at improving outcomes and removing barriers to learning. TA's have termly professional development meetings aimed at furthering knowledge and expertise. They also have time to reflect and act on best practice. • We have at least one full time TA in every classroom and additional TA's to support the learning of children with SEND. Once having identified a need, we seek to match provision to that need through: • Adapting the curriculum to meet the needs of all our pupils, by increasing the visual or practical content of a task, using a range of tailored resources, reducing the level of language and consolidating key skills. • Deploying adults effectively to provide different levels of support such as small group or individual support, to enable pupils to access the curriculum and maintain progress. We deliver a range of interventions including those that support literacy (Little Wandle, Precision Teaching, Rocket into Reading (Literacy for All), Reading for Fluency, Colourful Semantics, Write from the Start), maths (SNAP! Onto maths, Maths No Problem Intervention and Number Stacks), speech and language (Infant speech link, Little link), NELI, behaviour and social skills such as sticker charts, playground monitoring, social stories and social groups. We also have a calm room, Discovery room and Sensory Circuits to support children's needs. We monitor the impact of provision through regular meetings between the intervention provider, SENCo and class teacher and tracking of pupil progress. Where we feel something isn't working we are quick to respond and find alternatives through dialogue with the class teacher, intervention deliverer, SENCo, and/or outside agencies and parents. These interventions may be daily or two or three times a week and will vary from five minutes to approximately twenty minutes.
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How adaptations are made to the curriculum and the learning environment of children with SEN	The school makes every effort to make reasonable adjustments where possible to ensure everyone is able to access the school. Special facilities, resources or accommodation • We are vigilant about making reasonable adjustments to the school environment • We have disabled car parking spaces inside school for staff and families to use • The school has facilities for personal care, toilet facilities for children and adults with disabilities • We have a Discovery Room - a fully interactive, immersive learning environment • We have a calm spaces with each classroom and sensory circuits available • We have an Intervention spaces used by our Intervention teachers • There are three Learning Stations for focused, targeted group activities, equipped with additional resources for interventions • Training of staff to support pupils with SEND, including how specialist expertise will be secured • Qualifications, experience and special interest of staff in play therapy, nurture and emotional needs • The Indoor Sports Zone is a lunchtime intervention aimed at supporting individual children to develop friendship and social skills • We have a Home School Link Worker/ELSA room • Our play therapist has their own resourced room • A child-friendly kitchen for weekly cooking lessons • Swimming pool • We have an outstanding Nurture Pro provision, The Orchard. They provide outreach to local schools and families. 'Tuesday Club' is for graduates of the nurture group to visit and check in. • Our school farm, Jolly John's, is used to learn more about our environment, grow vegetables and enrich the curriculum • Special diets are catered for. • We value and respect diversity, children who have English as an Additional language are supported through class interventions Adaptive teaching strategies are embedded in our curriculum and practice. Termly child progress meetings help us to monitor impact and reflect on next steps for individuals and groups of learners. All children work from objectives set according to their ability. All children are continuously assessed and this informs their next steps to learning. This, in turn informs the objectives from which the children work. For children with an Educational, Health, Care Plan (EHCP) the additional adult support enables us to create personalised curriculums tailored to the children's interests and motivators to engage them in the learning.
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The expertise and training of staff to support children with SEN, including how specialist expertise with be secured	We encourage all staff to continually update their skills and knowledge and invest money in training our staff to improve provision delivery and develop skills and knowledge. Qualifications, Experience and Special Interest of Staff in Relation to SEND Relevant members of staff have attended training sessions delivered by outside agencies for the following: Adaptive teaching, Outreach supporting ASC, Little Wandle, sensory circuits and TEACCH trays, Emotional Literacy Support Assistant (ELSA), Attention Autism, Behaviour Management, Team Teach. <u>ALL</u> our staff receive regular Safeguarding and Child Protection training and updates. The SENCo provides guidance and training for the following: Positive behaviour strategies, Attachment and Self Esteem, SEND code of practice and vision for SEND. The SENCo has passed the National SENCO award (which is a master's level post graduate certificate in Special and Inclusive Education) and is a member of the Senior Leadership Team, Deputy Safeguarding Lead. Teaching Assistants are trained in:: ELKLAN, Let's Talk, Bucket Time, Makaton, Little Wandle, sensory circuits and TEACCH trays The Nurture Group teacher has expertise in attachment and developing a nurturing ethos and learning environment We work collaboratively with a number of professionals in health, social care and the education service. Prior to seeking any external support we discuss the referral with the parents and gain full consent before proceeding further with the referral. All staff and external support are checked in terms of safeguarding. We have links with multiple support services, outreach teachers and facilities outside the school. Parents will be advised if their child is working with an outside agency. These include: • A termly meeting is held with the Multi Professional Team. • The school has effective liaison for working with external agencies. • Time for consultation; space for working is always provided for external agencies coming into school. • Liaison with local SENCOs is encouraged. • Belong Project supports children and families at St John's, local schools and in the community and is run from the school
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	Agencies currently involved in school include: Play Therapist Specialist Teachers for Inclusive Practice - STIP . Educational Psychologists (EP's), from Surrey. Outreach teachers – Woodlands, The Orchard Nurture Group Child and Mental Health Service - Mindworks Inclusion Officer Physical and Sensory support service – PSSS Speech and Language Therapy - SALT Occupational and Physiotherapy School Nurse, Local GPs, Health Visitors, Children's Services and Social Care Charities
Evaluating the effectiveness of the provision made for children with SEN	We provide a broad and balanced curriculum for all pupils that meet their specific needs (WAVE 1). For those pupils who need additional support we provide extra group and individual activities (WAVE 2 and 3). The Head and SENCo, in consultation with colleagues, families and children, decide an appropriate provision to be put into place, considering a variety of options before planning a course of action. All provisions and interventions are monitored for impact and outcomes. The governor for SEN meets termly with the Inclusion Lead. Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money, so the effectiveness of interventions is closely monitored and analysed. Head teacher and SENCo share responsibility for monitoring the quality of our SEND provision. They meet every half term with class teachers to review the school's provision management, looking at the impact each intervention has had on the progress of the children with SEND.

	The SENCo liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. Class teachers and the SENCo monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.
How children with SEN are enabled to engage in activities available with children in the school who do not have SEN	Our SEND policy promotes involvement of all our learners in all aspects of the curriculum, including activities outside of the classroom. Our whole school approach to inclusion supports all children engaging in activities together. When teaching pupils in school we ensure that: • a range of teaching styles and resources are used to cater for all types of learners. • All classes have a visual timetable which helps pupils to process the day ahead. • We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs • Learning walks which include reviewing how provision is reviewed to maintain standards through rigorous quality assurance • Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. • Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school. Decisions are then made as to whether any additional interventions need to be put in place. • Budgets are monitored closely by the Head Teacher, Governors and Business Manager • We make reasonable adjustments so that all children can join in with activities regardless of their needs. Prior to all class trips we carry out a thorough risk assessment in line with the school's risk assessment policy. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. The risk assessment is shared with all the adults involved with the class trip and parents/carers are consulted and involved in this process. If necessary, extra staff will be provided so that 1:1 support can be given.
Support for improving emotional and social development. This should include extra pastoral	Our school culture is based on a nurturing ethos and underpins our layered approach to emotional and mental health. Staff are trained on nurturing principles and approaches. Supporting social, emotional and mental health needs is a priority for us. We do this through: • A nurturing, caring ethos where all staff take responsibility to ensure children are safe and secure

support arrangements for listening to the views of children with SEN and measures to prevent bullying	• Our Harmony curriculum - children learn about nature and the environment through the principles of oneness, adaptation, health, interdependence, geometry and beauty, nature works in cycles. • Values based curriculum - classes are named after our values and they underpin everything we do: Trust, Love, Cooperation, Respect, Resilience, Courage • Christian distinctiveness - all classes have reflection areas to develop their spiritual wellbeing, assemblies and close links with the church further explore this • Understanding and awareness of British Values • Children are encouraged and support to manage their emotions appropriately and are taught that they have a choice in how to behave and that all choices (positive and negative) have consequences • Understanding that a child's behaviour is a form of communication and recognising when there is a need for additional support. Through specialist provision and programmes- Emotional Literacy Support Assistant (ELSA), Nurture Group, Play Therapist, Forest Schools and The Zone (lunchtime) • Medicines policy ensures children are not excluded from school due to long term illness. Staff are trained to support medical needs e.g. Epi-pen/Jext pens, first aid, epilepsy • Our positive Behaviour policy, includes guidance on expectations, rewards and consequences. • Children are taught about 'e-safety' and how to keep themselves safe online. • Attendance is rigorously monitored daily, necessary action taken to present prolonged unauthorised absence • "Pupil Voice" is promoted through Pupil Parliament
How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families	As we are committed to the overall development of our children with SEND, we occasionally seek guidance and advice from agencies outside the school setting. When it is felt such support is needed the parents of the child are consulted prior to the referral. Normally the professionals come to our school to meet with the children, teaching staff, parents and SENCo and have meetings to discuss their findings and recommendations. When a consultation takes place, the SENCo will feedback to the parents about any outcomes. Once the child has been seen by an outside agency, advice and suggested next steps will be used to inform provision and added to the provision maps or ISP's accordingly. Sometimes, follow up visits will be requested to review the strategies and offer further support until the need has been addressed. When a child has more complex needs or more than one outside agency is working with the family then the school may hold 'Team Around the Family' or TAF meetings so all agencies can share information on how to

	support that child at the same time. At these meetings targets are set to ensure the child is making progress and is happy, safe and healthy at school. We also work closely with Children's Services and attend relevant meetings to ensure the child's wider needs are being met. We have a particular duty in ensuring that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement within the learning environment. When required a Personal Education Plan (PEP) is produced termly to help support the child develop holistically.
Who can I contact for further information? Arrangements for handling complaints about provision.	For new parents wanting to discuss admissions arrangements and general queries, please contact the school office initially and through them arrange a meeting with the Head teacher or Inclusion Lead: Head Teacher: Kathryn Saunderson info@stjohnsdorking.uk or through the school website Inclusion Lead: Meghan Woodhouse senco@stjohnsdorking.uk Phone: 01306 884506 Further Information: Surrey Local Offer: https://www.surreylocaloffer.org.uk/ Surrey SEND Information, Advice and Support Service: www.sendadvice.surrey.org.uk Complaints Procedure For children already attending our school, in the first instance, parents/carers are encouraged to talk to their child's class teacher as they know their child the best having worked with them on a daily basis. If the matter cannot be resolved at this stage then the SENCo and/or Head Teacher may become involved and a meeting arranged so as to discuss the nature of the concern or complaint and look for a resolution to the issue. A copy of the school's complaints procedure can be obtained from the office or school website. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parents and school cannot be reached then the parents will be advised to seek external support through Surrey SEND Information, Advice and Support Service (SSIASS) formerly Surrey Parent Partnership, who can be contacted on 01737 737300 or via email: spp@surreycc.gov.uk

