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ST JOHN'S
SCHOOL

St John's School

SEND REPORT

SJS 2024

Created By::	Andrew Holden		
Approved By:	Headteacher	School Improvement Team	School Governors Committee
	Date: October 24	Date: xxxxxxxx	Date: xxxxxxxx
Next Review Date:	October 24		
Related Policy/ Linked Policies			

St John's School SEND Report 2024

At St John's School we aim to provide an inclusive education in which all children and young people are encouraged to flourish and achieve their full potential. Quality first teaching is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimise barriers to learning and maximise progress.

This report is an informative and concise outline of current ethos and practice at St John's School regarding Special Educational Needs and Disability (SEND). It will outline the process of entry, identification, communication and co-construction, teaching and learning, opportunities, academic and emotional support and the use of external agencies. The inclusive ethos of the school is at the very centre of the school's core values and is an intrinsic part of the school's strategic plan.

Admissions

Prior to starting school initial contact should be made with our Mobility Coordinator, Mrs Hayley Twyford. Admission paperwork will be completed at this time. Once this process is completed each pupil will be issued with a Certificate of Educational Clearance. All pupils will need to have been issued with this certificate before they can take up a place at St John's School. Therefore, a posting should not commence until all accompanying children of school age have received a Certificate of Educational Clearance.

If the child has an identified SEND (has SEND Support, is accessing external services to school provision, has a Statement of Special Educational Needs or an Educational Health and Care Plan) then it is important that you also inform CEAS of your intention to gain admission to St John's School. The information you give will help us determine whether or not St John's School can meet your child's needs. This process may involve a MOD Assessment of Supportability Overseas (MASO).

MOD Assessment of Supportability Overseas (MASO)

The MASO is a process for assessing whether all the help required for a child with additional needs is available in an overseas command. The MASO also gives education, health and social care teams time to prepare for the child's arrival.

Upon request, St John's School will require the most recent reports and assessments from your child's school and any other professionals who are working with your child (e.g. Speech & Language Therapy, Educational Psychology, outreach workers or CAMHS). If you are applying to a MoD School, you should also request that your child's current school sends a copy of the Pupil Information Profile (PIP) plus the most recent reports to the MOD school. The professionals overseas will consider the reports you have provided about your child and advise the Chain of Command whether his/her needs can be met overseas. The Chain of Command make the final decision and notify you of the outcome of the process. **Families should not accept a posting until the MASO enquiry is complete.**

Types of support available for pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. A number of support mechanisms are available to help children with SEN fulfil their potential.

- Class teacher input through targeted quality first wave teaching
- Specific group work with a small group of children
- Specific group / 1 to 1 interventions which may be run by outside agencies
- The school can meet a range of difficulties a pupil may have. These include:
- Language and Communication
- Literacy and Numeracy
- Social, Emotional and Mental Health
- Physical
- Every child's medical needs are considered on an individual basis.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example supporting speech and language difficulties
- Cognition and learning, for example dyslexia friendly approaches
- Social, emotional and mental health difficulties, for example PSHE lessons and attention difficulties support strategies
- A level of sensory and / or physical needs, for example visual impairments or hearing impairments.

SEND Results 2023

The GCSE results for students identified as SEND were pleasing given the context. The headline figure was impacted by adjustments made to certain timetables in order to support pupils with transition into St John's partway through GCSE courses. The SEND cohort for 2023 GCSE examination had a value-added score of 0.77.

Supporting SEND pupils on arrival

Once a pupil with SEND has been issued with a Certificate of Educational Clearance it has been agreed that St John's School can meet their current, disclosed needs. A meeting will then be arranged to discuss provision and to assess the level of need required. The SENDCo will contact the previous school for further details. Parents are asked to bring in as much information about their child's needs as possible.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Identifying pupils with SEND and assessing their needs

MOD Schools in Cyprus and agencies working with young people with Special Educational Needs and Disability (SEND) make every effort to ensure that support and assistance for children, parents and carers is transparent and sensitively handled. We will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular progress assessments and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

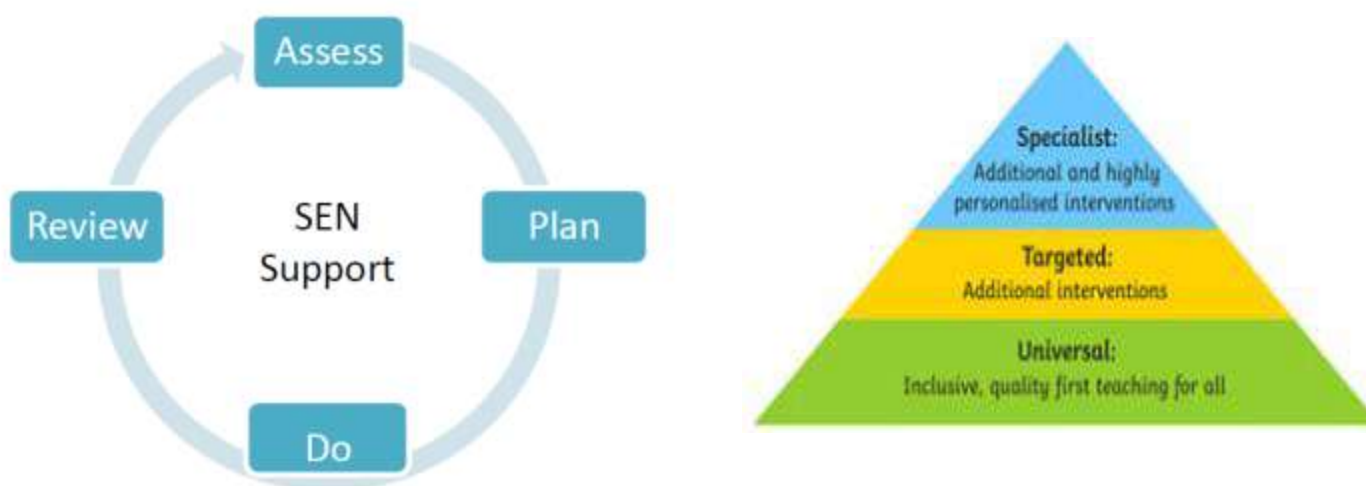
This may include progress in areas other than attainment, for example, social needs. However, Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal support, or whether something different or additional is needed.

Our inclusive ethos is underpinned by the use of Individual Learning Plans (IPL) a working document which is used for comment/continual assessment from teachers/LSAs, parents and pupils. Quality first wave teaching remains the central tenet but this may be supported by other interventions.

Individual Learning Plans (IPL)

The Individual Learning Plan is a graduated response to the needs of any student identified as having or potentially having, a Special Educational Needs (SEN). It is based on the Assess, Plan, Do, Review model (fig 1) outlined in the SEN Code of Practice, July 2014. Brief details of how the system functions are outlined below.



(fig 1)

Universal support

At this level all a student's needs are met in the classroom environment. This may or may not be with the support of a Learning Support Assistant. This could be achieved by a wide range of strategies including:

- Differentiated curriculum planning
- Use of monitoring tools
- Pre-learning some topic information
- Use of Assessment for learning strategies
- Literacy/numeracy-based activities to strengthen skills in these fields and provide curriculum links
- Use of ICT
- Modelling
- Memory recall practice
- Working displays
- Visually supportive strategies
- Discussion with parents/carers In-class support from a Learning Support Assistant

Should a student's needs not be met by the range of provision outlined above then the Assess, Plan, Do, Review model employed by the IPL process would indicate a possible need for Targeted Support.

Targeted support

If the strategies employed at universal level are not leading to the desired progress then escalation of the model would move to target support. A judgement on this would usually be made after a school term. This will begin with a meeting involving parents, student (where appropriate), Special Educational Needs Coordinator and other appropriate school staff. At this point the stakeholders present at the meeting will co-construct an appropriate intervention that identifies the specific areas that children are finding challenging and have not been sufficiently improved by good quality first wave teaching. This could involve interventions targeting phonics, spelling, numeracy, comprehension, summarisation and may include the following packages amongst others:

- Reciprocal Reading
- Sound Discovery
- Lexia
- Numicon Big Ideas
- Power of 2
- TTRS (Touch-type Read and Spell)
- Paired reading
- Specific spelling intervention
- Handwriting support

Should targeted support not promote adequate or sustained improvement as evidenced by the Assess, Plan Do, Review model then the process could move to Specialist Support.

Specialist Support

At this level the school would, after discussion and agreement with the student and parents the school would request the involvement of external agencies. Depending on need this could involve support from Specialist Advisory Teacher (SAT), Educational Psychologist, Educational Social Worker, Speech and Language Therapist or other agencies depending on the particular issue. This is likely to include psychometric assessment followed up by a formal report and feedback. This would be used to formulate any future intervention. At Specialist support level there is a termly meeting for all stakeholders to discuss progress and formulate a new plan based again on the Assess, Plan, Do, Review model. Should this fail to secure adequate progress then consideration will be given to the appropriateness of escalating to a Service Children's Assessment of Needs.

Service Children's Assessment of Needs (SCAN)

Should the ILP process not be able to secure adequate progress to allow the student to access the curriculum appropriately then a SCAN can be formulated to ensure that a coherent and coordinated approach leads to provision that allows a student to maximise their potential. This shares some similarities with the previously used Statement of Special Educational Needs. Crucially however, it is co-constructed by the people who know the young person best. This would involve the student, parents, SENDCo and other agencies who have been involved in working with the young person. The SCAN would seek to

formulate coordinated provision with the aim of allowing the young person to maximise potential and thrive.

Support for Social Emotional and Mental Health

We provide support for pupils to improve their emotional and social development in a number of ways. We are an inclusive school that holds a child's development as a rounded individual as a priority. Whilst the class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, there are a wider range of people, resources and strategies aimed at enhancing this support.

Universal support

- Whole school Rewards and Sanctions Policy
- Whole school systems, processes and policies
- Theme of the week/Tutor time
- Breaktime Games Club
- Pastoral Hub support
- Nurture Hub drop in sessions
- Visual timetables and prompts
- Buddy system
- Worry box

Targeted Support

- ELSA
- Nurture group
- Pupil Mentor
- Behaviour Plan
- Designated 'Go-to' person
- Friendship group support

Specialist support

- School collaboration with external agency support
- Early Help / Team Around the Family
- CAMHS

Parents/Carers and Pupils

We consider the voice of the young person and parents or carers as critical in ensuring that the pupil maximise their potential. Parents and carers provide us with any initial requirements for their children through liaison with the mobility staff and their input is encouraged and sought throughout the identification process. Pupils are encouraged to inform staff should they be experiencing difficulties and this is an important part of the identification of any

SEND. A process of co-construction between all stakeholders allows us to put the pupil's need first and the pupil to have a direct input into the service they receive. This will include:

- Termly meetings for students at Targeted or Specialist Support
- Co-construction of ILP support and paperwork
- Review of process prior to assessing and planning the next stage

External Agencies

Students can encounter a wide range of difficulties during their time at school. These may include:

- Academic
- Social
- Emotional
- Mental Health

We are very fortunate to have a range of external agencies that we can call on during these times. These agencies include: Educational Psychologist (EPSL - Educational Psychology and Speech & Language Therapy Team), Advisory Specialists, our DCS Special Education Needs and Disabilities Lead, SSAFA Speech and Language Therapist (S<), Senior Educational Social Worker and BFSWS (British Forces Social Worker Service).

If an individual requires an intervention programme with one of our external agencies then, written permission is sought from the parent or carer. The parent or carer of the individual is kept informed throughout this process. The SENDCo will help to coordinate external agency involvement.

SENDCo

Throughout the identification process the Special Educational Needs Coordinator (SENDCo) will be the focal point and will support in arranging any relevant meetings. Our SENDCo is fully qualified and so, if you consider that there has been a problem in the identification process or issue concerning the young person's SEND provision, it is important you contact the SENDCo as soon as possible. The SENDCo for St John's School is:

Mr Andrew Holden BSc (Hons), PGCE, NASENCO Andrew.Holden@modschools.org

Moving on from St John's School

Parents notify the school that their child will be leaving and are asked to complete a Notification of Leaving which has a questionnaire attached.

Parents collect and sign for the pupil's transfer documents from the school reception to pass on to their new school (in some cases these records may be posted directly to the new school). SEND documents and information are shared with the receiving school to ensure that transition can be as seamless as possible and SEND support can be implemented at the earliest opportunity.

If transition creates an additional challenge for the child or young person then ELSA support can be put in place to specifically look at minimising the impact of this.

Next Steps

A pupil may leave school for a number of reasons and it is important that they feel ready for the next stage of their learning or employment. The school has a range of resources and professionals able to make the transition to the next stage as smooth and fulfilling as possible. This can be done through the pastoral team, careers, external agencies or personalised curriculums that offer opportunities for all. We value all of our students and aim to ensure they are prepared and excited about the opportunities that lie ahead.