



# St John's CE Primary School

## SEN Information Report

September 2025-2026





## **1. Our school setting**

St John's CE Primary School (4-11) is an inclusive school serving a mixed community in Basingstoke. The school is situated in the middle of a mainly owner/occupied estate and has substantial grounds. A significant number of pupils are out of catchment as we are their school of choice because of the quality of provision we offer, our positive reputation in the local area, our Church of England status and the tangible Christian Ethos that parents feel as they tour the school.

The school has 45 pupils per year group, with 314 pupils on roll currently. The structure of the classes within the school is shown below.

2x Year R Classes (Maximum 23 children per class)

3 x Year 1/2 Classes (Maximum 30 children per class)

3 x Year 3/4 Classes

3 x Year 5/6 Classes

In the morning for maths, an additional group is created in year 5/6. This allows the children to be taught maths in year group classes.

The majority of the children at the school have English as their first language. Those children who have English as an additional language are in the main fluent in English also. We have a range of different languages spoken in school.

The percentage of children with SEN ranges in each cohort but the school average is currently 10%.

The school is within walking distance of the town centre, the local secondary school and a sixth form college. We use these facilities to extend our curriculum. The school is a Church of England aided school. We work closely with the local church to develop the children's spiritual knowledge and understanding. St John's runs its own Breakfast Club (7.40am – 8.40am) and After School Club (3.20pm – 6.00pm).

## **2. Our aims**

- to raise the aspirations and expectations for all pupils with SEND
- to provide high quality opportunities for all pupils and support them to strive to achieve their full potential
- to provide appropriate support for all pupils with Special Educational & Disability Needs
- to provide a safe, secure and inspirational working environment where all pupils feel they belong
- to build good relationships between the school and the community
- to create an environment where parents and families feel that they can play a valuable part in their child's education
- to enable all pupils to partake in a broad and balanced curriculum which embraces the National Curriculum and wider aspects of school life
- to offer opportunities for moral and spiritual development
- to make successful transitions between phases of education



### **3. Our staff**

#### **The SENCo (Special Educational Needs Coordinator)**

Mrs Angela Wynn

School Telephone: 01256 324121

Email: [admin@st-johnscofe.hants.sch.uk](mailto:admin@st-johnscofe.hants.sch.uk)

At St John's the Special Educational Needs Co-ordinator (SENCo):

- works in partnership with the headteacher in considering the strategic planning of Special Educational Needs (SEN);
- manages the day-to-day operation of the policy;
- co-ordinates provision for children with SEN;
- supports and advises colleagues in managing specific needs and identifies training where relevant;
- advises on the graduated approach to providing SEN support;
- maintains the school's SEND register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts alongside the class teacher as a link with parents;
- manages and maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- manages a range of resources, human and material, linked to children with SEND;
- contributes to the School Improvement Plan for the development of SEND

#### **Class teachers**

School Telephone: 01256 324121

Email: [admin@st-johnscofe.hants.sch.uk](mailto:admin@st-johnscofe.hants.sch.uk)

All teachers are teachers of children with SEN and are responsible for meeting their needs - ensuring they make progress and putting into practice the school's SEN philosophy and policy.

Teachers respond to children's needs by:

- providing support for children who need support to access the curriculum and make good progress;
- supporting all children with SEN through classroom differentiation with the support of individual or small group interventions;
- writing Individual Education Plans to agree needs and support required;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress.



**The Headteacher**

Mrs Angela Nicholls

School Telephone: 01256 324121

Email: [admin@st-johnscofe.hants.sch.uk](mailto:admin@st-johnscofe.hants.sch.uk)

- the Headteacher has responsibility for the management of the school's provision for children with SEN;
- monitors and evaluates the SEN provision and reports to the Curriculum Committee of the Governing Body;

**SEND Governors**

Mrs Jasmine Latchman

Mr Michael Aheane-Coe

Ms Milenka Stevens

Email: [gb@st-johnscofe.hants.sch.uk](mailto:gb@st-johnscofe.hants.sch.uk)

The Governing Body does its best to secure the necessary provision for any pupil identified as having SEN. The Governors ratify decisions made by the senior management team over the allocation of resources for SEN. The Governors ensure that all teachers are aware of the importance of providing for these children.

The Governing Body has decided that children with SEN will be admitted to the school in line with the school's agreed Admissions Policy.

The Governing Body appoints a Governor with a specific responsibility for SEN. The Governing Body are responsible for monitoring and evaluating the SEN policy at the school.

**4. Identification of needs**

***How does the school know if children/young people need extra help?***

- regular communication with all parties; class teachers, learning support assistants (LSA), SENCo, liaison with parents
- termly attainment and progress data - tracking children regularly can identify concerns
- use of national screening and assessment tools such as ...
  - ✓ Salford Reading
  - ✓ Vernon Spelling
  - ✓ Phonic Screening
  - ✓ Dyslexia Screening
  - ✓ Language Link Screening
- active school SEND policy with Identification Flow Diagram
- arranging Transition Partnership Agreements (TPAs); this ensures that targets are set prior to placement with all bodies currently supporting the needs of the child
- use of Hampshire's SEND criteria tools to support identification of needs
- we seek support and have good relationships with outside agencies and partners such as...
  - ✓ Pre-schools
  - ✓ Speech and Language Therapists



## Special Educational Needs Information Report 2025-26

- ✓ School Nurse
- ✓ Occupational Therapists
- ✓ Educational Psychologist
- ✓ Child and Adolescent Mental Health Services
- ✓ Behaviour Support Team
- ✓ Occupational Health Therapists
- ✓ Parent Support Advisor
- ✓ Outreach support from Maple Ridge
- ✓ Visual Impairment & Hearing Impaired specialist teacher support
- ✓ Physiotherapy
- ✓ Ethnic Minorities & Traveller Assessment Services

### ***What should I do if I think my child may have special educational needs?***

As a school, we have an 'open door' policy and we encourage parents to engage with staff quickly and efficiently to share progress updates and seek support if they have concerns their child may have special educational needs. We encourage parents to seek advice from their child's class teacher initially.

### **5. Supporting children with special educational needs**

#### ***How will the education setting and staff support my child?***

- Quality First Teaching in the classroom – ensuring that all learning is appropriately differentiated in all subjects, that it engages all pupils and is suitably challenging
- flexible groupings according to needs of the learners
- intervention both in and outside classroom; delivered by the class teacher HLTAs, LSAs and SENCo,
- highly trained LSAs delivering intervention on a high frequency basis for short periods of time
- personalisation of curriculum according to the needs of the learners
- IEP targets - ensuring that the pupils are making links between personal intervention and their learning in the classroom

#### ***How does the school adapt the curriculum and learning environment for pupils with special educational needs?***

- ensuring all pupils have the appropriate tools for learning – physically, socially and emotionally
- supportive learning environments – e.g. acoustically adapted classrooms (to support the hearing impaired)
- good access to resources
- effective organisation and set up of the classroom
- pre-learning of language, key skills prior to the classroom practice
- personalised learning opportunities



**How is the decision made about the type and how much support my child will receive?**

- termly tracking systems – this data gathered by class teachers and LSAs gives a holistic picture of the pupils' progress over time
- evaluation of the impact of intervention - liaison between class teacher, LSA and SENCo
- deployment of LSAs – specifically trained and or relevant experience
- responding to advice from outside agencies – adjusting targets, reviewing resources etc.
- SATs preparation – seeking of additional time for tests when appropriate, allocation of readers, scribes or translators and organisation of space and situation to support emotional needs
- informal preparation for internal assessment
- SMART targets on pupil's IEPs

**How does the school consult with your child about their learning?**

- class teachers speak to the SEND children about their IEPs, this is part of target setting process
- the children are aware of the targets and asked to be a part of reviewing them
- the SEND pupils are supported by members of staff during external assessments – explanations given, consideration is given to their needs prior and during meetings with external agencies
- consultations are held with pupils – ensuring personalised support for children who need pre-learning opportunities e.g. timetables, setting goals and rewards systems

**How does the school evaluate the effectiveness of its provision for such pupils?**

- an Individual Education Plan (IEP) is written and reviewed regularly for each pupil identified with SEND
- regular internal monitoring from the SENCo, Head Teacher, Phase Leaders and class teachers
- structured meetings to discuss the progress of children on the SEND register
- external monitoring from our Learning Leadership Partner
- SEN Governor monitoring

**How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- Individual Education Plans will be sent out on a frequent basis with current targets and a review of previous targets.
- dialogue with all parties; class teachers, LSAs, SENCo and parents about progress on a regular basis
- additional meetings with outside agencies, feedback is shared with the relevant parties



**How will my child be included in activities outside the school classroom including school trips?**

- evaluating every child's individual needs at the planning stage of every trip or visit directs targeted provision. In the past this has included;
  - parents invited on trips
  - seeking of additional advice from the school nurse or health professionals
  - ensuring additional teachers
  - writing risk assessments for individual children as well as the placement / location
  - agreed contracts between child, parent and school
  - reduced ratio of child to adult
  - consultation with the leaders of the destination – ensure all circumstances are best suited to the pupils needs
  - medical support / equipment taken on trips along with internal designated Health Officer
  - 1:1 Play Leader / lunchtime support
  - inclusive lunchtime clubs, zoned provision

**What support will there be for my child's overall well-being?**

- trained Emotional Literacy Support Assistant, who attends supervision meetings with Educational Psychologists, run programmes within the school to support children with social and emotional needs
- trained TALA practitioner who attends supervision meetings with Educational Psychologists, runs programmes within school to support children with social and emotional needs that have progressed beyond ELSA support.
- medical training; specific First Aid members of staff, in addition to whole staff training on specific needs in school e.g. administering medication for Anaphylaxis, Asthma, etc.
- short term and long term support packages; both reactive and more commonly proactive support measures are put in place. As well as preventative programmes of support, such as PSHE lessons,
- all staff are aware of individual specific needs through training and information sharing
- whole school consistent Behaviour Policy – that is personalised when there is a need
- Hampshire's Safety Guidelines and Policy

**5. Staff training and support from outside agencies**

***At St John's we understand the importance of our staff needing adequate training to be able to support children with special educational needs. We invest in both whole school and individual training to support our children in school.***

**Whole School Training**

Phonic and Literacy training

- Little Wandle training
- Precision teaching of phonics

Social and Emotional training

- Attachment Theory



- Co-regulation Training

Medical and Physical needs training

- Visual Impairment
- Hearing Impairment
- Specific / personalised medical training
- SOLENT therapy pack training

Additional needs

- Dyslexia
- Working Memory
- Autism
- Clicker 7

**Individual Training**

- Deputy Headteacher is currently training for the SENCo accreditation
- one trained ELSA
- one trained TALA practitioner
- one trained THRIVE practitioner
- Early Years ELKLAN accredited LSA

Phonic and Literacy training

- Little Wandle

Intervention programmes

- Precision Teaching
- Accel Read Accel Write
- NESSY
- Catch-Up Numeracy
- Write from the Start

Communication training

- Language Link
- Specific Speech & Language LSA programme of training
- Makaton sign language
- PECS communication boards/symbols

Medical and Physical needs training

- Physiotherapy

Additional needs

- Dyslexia

***At St John's we build good connections with outside agencies and specialist services to gain support and expertise for our children when needed. Outside agencies and specialist services that we work with are:***

- Speech and Language Therapists
- School Nurse
- Educational Psychologist
- Child and Adolescent Mental Health Services
- Parent Support Advisor
- Behaviour Support Team
- Occupational Health Therapists
- Outreach support from Maple Ridge
- Visual Impairment / Hearing Impaired specialist teacher support
- Physiotherapy
- Music Therapy
- Ethnic Minorities & Traveller Assessment Services



## **6. Accessibility at St John's**

### ***How accessible is the school both indoors and outdoors?***

- high visibility markings both outside and inside school (warning areas to support visually impaired pupils initially)
- a disabled toilet & changing facilities
- our school is a multi-level school with steps to each floor.
- acoustically adapted classrooms
- Accessibility Plan; to make our school accessible for all within the constraints of the physical building.
- pathways linking playground areas and field locations
- outside agencies involved if necessary

## **7. Parental involvement**

### ***How are parents of children with special educational needs involved in the school? How can I get involved in my child's education?***

- termly parent evening
- meetings on request with class teacher, SENCo, team leaders, the Headteacher and external agencies
- Parental volunteers; from supporting learning in Year R to hearing readers across school, from joining us on school trips to teaching your skills in the classroom
- practising key skills together (times tables, spellings, daily reading)
- working with your child to complete their homework
- working together to achieve IEP targets at home as well as in school
- subject / skills based workshops; maths, reading, writing, speaking and listening, phonics and science, year R information evenings
- volunteering for trips
- being part of Curriculum Week; volunteering, working with / alongside children, attending workshops, teaching own skills
- access to the school website
- joining the school PTA or Governing Body
- signpost parents to parenting groups such as Triple P

### ***Who can I contact for further information?***

Speak to your child's class teacher or contact the School Office to arrange a meeting with the Head Teacher, Deputy Head Teacher/SENCo.

### ***What steps should I take if I have a concern about the school's special educational provision?***

We operate an open-door policy and believe through open, honest conversation we can work together to resolve any concerns.

The lines of communication begin with the class teacher, Phase Leader, then SENCo, Headteacher and then SEN Governor.



- St John's has a complaint procedure / policy

## **8. Governor involvement**

***How do the governing body ensure the school provides sufficient support to pupils with special educational needs and their families?***

- SENCo liaises with SEN Governor
- SEN provision is monitored by SEN Governor who feedback to the whole governing body

## **9. Preparing your child for school transitions**

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

- extensive individual programme of support
- transition support when changing classes, change of key stage and school
- Transition Partnership Agreement – this is an agreement from all parties involved for a safe and secure transition to other schools e.g. secondary school or to pre-school to Year R
- additional visits for pupils and parents individually with support from the school team
- communication between all parties – adults, teachers, DHT / HT / SENCo etc
- Transition meetings for parents and children joining the school
- New children joining our school are given a buddy to help them with transition



## **Appendix 1**

### **Website information**

The Hampshire Local Offer

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6>

Hampshire Support for SEND

<https://www.hampshiresendiass.co.uk/>

Independent Parental Special Education Advice

<http://www.ipsea.org.uk/>

Hampshire SEN Publications

[Special educational needs and disabilities | Children and Families | Hampshire County Council \(hants.gov.uk\)](#)

SEND Code of Practice (Sept 2014)

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

Department for Education website

<https://www.gov.uk/government/organisations/department-for-education>

SEN Information Regulations

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/251874/Consultation\\_on\\_draft\\_0\\_to\\_25\\_Special\\_Educational\\_Needs\\_SEN\\_-\\_SEN\\_information.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEN_-_SEN_information.pdf)



## **Appendix 2**

### Glossary of Terms

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
AOS	Autism Outreach Service
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
BSS	Behaviour Support Service
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CAST	Child and Adolescent Support Team
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EMTAS	Ethnic Minorities & Traveller Assessment Services
EP	Educational Psychologist
ELSA	Emotional Literacy Support Assistant
FS	Foundation Stage – Nursery (FS1) and Reception (FS2)
FSM	Free School Meals
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
ICSS	Individual Children Support Service (Early Years)
ISR	In School Review
IEP	Individual Education Plan
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
LSA	Learning Support Assistant
LSS	Learning Support Service
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSA	Parent Support Assistant
SALT	Speech & Language Therapy
SLT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCo	Special Educational Needs Co-ordinator
SMART	Specific, Measurable, Attainable, Relevant, Target
SpLD	Specific Learning Difficulty
VI	Visual Impairment



**Appendix 3**

Broad four Areas Of Need (Code of Practice September 2014)

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs