St. John's Primary School



SEN Information Report 2024- 2025

"If I have a disability, I have the right to special care and education."

Article 23 United Nations Rights of the Child

Thinking
Learning
Caring

At St John's School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, the school has a responsibility to support vulnerable pupils through a range of interventions. St John's School is committed to working together with all members of our school community.

What is SEN?

A child or young person has special educational needs or disability (SEN) if they:

- have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age.
- they require special educational provision to be made for them.

SEN Roles and Responsibilities

The first point of contact for any SEN concerns is with the child's class teacher. The school's SENCo, Sian Walker, has overall responsibility for SEN at St John Primary School.

Every member of staff has a responsibility to support all students effectively; this is through:



- good or outstanding teaching
- a curriculum that is adapted to meet the children's individual needs (differentiation)
- an ethos of care and consideration

Class teachers are responsible for setting targets which are over seen by the SENCo.

Identifying and assessing children with SEN needs

Our aim is to identify SEN needs as they arise. These needs are usually identified through:

- Class teacher's regular assessment and the recording and monitoring of pupil progress
- Analysis of the school's tracking system
- Teacher concerns raised in pupil progress meetings
- Pupil concerns
- Parental concerns

These are often short-term difficulties and can be addressed by class teachers. However, sometimes there are more long-term difficulties which might require on-going support or consideration. If there is continued concern after action and monitoring from the class teacher, then procedures are in place to further assess and consider the needs of the pupil.

In St. John's School we follow the following systems when a child has been identified as requiring additional support for their learning, behaviour or well-being:

- The class teacher or parent will raise their concerns and the needs will be discussed

- If further information is required the class teacher will complete a SPACES form (**S**trengths, **P**hysical factors, **A**ffective factors, **C**ognitive factors, **E**nvironmental/ educational factors, **S**ocial factors).
- Additional assessments can be carried out by the SENCo to identify a pupil's individual needs and to help build up a picture of a child's needs.
- Where appropriate, referrals to outside agencies for more specialised assessment and expertise may be made.
- If a child is receiving interventions or their needs are considered additional to what is 'ordinarily expected' within the classroom then that child will be placed on the SEN Inclusion Register.

Consultation with parents

It is important to us that parents/carers and children are involved in each step. Before any extra help is given to a child, the SENCo, teacher, parent/carer and child agree what they expect to be different following this help. We write down what academic level or achievement level the child is at and compare this with their level afterwards, to see if the extra support (intervention) has made a difference to their learning.

Parents are informed of their child's needs and progress through:

- daily contact at pick up and drop off times
- home school communication books
- requested/ planned parent and teacher meetings after school
- termly formal parent meetings
- yearly written reports



In addition to this, parents are able to discuss any issues they may have or their child's needs with the class teacher and/ or SENCo at a mutually convenient time.

Parents of pupils who have a Record of Need are invited to discuss their child's progress termly and at the annual review.

If external agencies are considered, the school meets with parents to discuss this and parent consent is obtained before the referral is made.

Arrangements for consulting children and young people with SEN

- Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.
- Children are aware of their targets and are able to communicate this.
- Opportunities to promote pupil voice are available through the School Council, annual pupil questionnaire and termly subject Pupil voice questionnaires.



- All pupils receive verbal and written feedback and know what they need to do to improve.
- Annual review meetings are held for pupils who have a Record of Need to discuss and update their needs, arrangements and set new targets. Pupils record their views about school on the pupil view section of the paperwork, this can be with support from their keyworker or appropriate adult within school.

SEN Needs in St. John's School

The categories for support are based on the four main categories of SEN described in the Jersey SEN Code of Practice 2017.

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social Development
- Sensory and/or physical needs

The following data shows the details of pupils with SEN at St John's School during the academic year 2024 – 2025:

Year	Total Pupils	SEN Pupils (Identified on SEN register during Summer Term 2025)	% SEN
2024 – 2025	174	23	13.21 %

SEN data represents 13.21 % of the 2024 -2025 cohort.

Of the twenty-three pupils identified as having SEN the following data has been extracted:
(Please note pupils may have multiple diagnoses and therefore be assigned to more than one category)

Year 2024 – 2025	Autism Spectrum Disorder	Specific Learning Difficulty	Moderate Learning Difficulty	Social, Emotional and Mental Health	Speech, Language or Communication Need	Physical or Sensory	Vision Impairment
Percentage of SEN children with:	39.1 %	43 %	4.3 %	34.4 %	17.2 %	4.3 %	4.3 %

Percentage of SEN children in receipt of a Record of Need (RoN) 2024- 2025: 34.7 %
Percentage of SEN children going through the Exceptional Action Process 2024- 2025: 9 %

Achievement of Pupils with SEN in the last Academic Year

Our SEN profile for the Summer Term 2025 shows that we had 13.21% of children identified as having SEN, with 43.7 % of those having a RoN statement or going through the Exceptional Action Process. Progress for all pupils is measured from children's starting points as entry data. Once assessments have been made, it is then evidenced on Provision Mapper as exit data.



Exit data on class Provision Mapper shows all children making progress. Interventions, such as LEXIA, are showing a real impact on children's reading levels and will be continued in 2025-2026.

Percentage of SEN pupils working at Developing or Secure in Year group expectations by July 2025*:

Year Group	Reading	Writing	Maths
1	0 %	0 %	50 %
2	33 %	0 %	100 %
3	42.8 %	28 %	57 %
4	100 %	0 %	100 %
5	50 %	50 %	25 %
6	0 %	0 %	0 %

*SEN children at St. John's School make up for a statistically small group, with classes ranging from one pupil to a maximum of six pupils with SEN, therefore this needs to be taken into account when viewing statistically comparable end-of-year data.

The approach to teaching children with SEN

As part of the graduated approach the SENCo and class teachers work together using the **assess, plan, do and review** process. Through high quality teaching, teachers will use their best endeavours to make sure that a child/young person with SEN gets the support they need, this means doing everything they can to meet the child/young person's SEN. Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can. The SENCo and senior leadership team support teachers to achieve this by providing advice and training. There is regular monitoring and observations that identify teachers who may need help supporting pupils with SEN in their class.



At St. John's school pupils with SEN are supported in numerous different ways. This can include:

- differentiated work in the classroom
- targeted support from a Learning Support Assistant or class teacher
- specific targets are addressed from outside agency advice e.g., SALT targets.
- Visual timetables
- Writing frames
- iPads or other alternative recording devices
- Chunking learning into smaller steps
- Visual aids, physical resources to support learning in a multi-sensory way
- Access to sensory spaces and break out rooms
- Flexibility in timetabling

We are committed to creating a learning environment which is flexible to meet the needs of all members of our school community. We monitor progress of all learners. Staff continually assess all pupils progress to ensure quality learning is taking place. Our whole school system for monitoring progress includes regular lesson observations, data collection and analysis, learning walks, book scrutiny and pupil progress interviews.

For some children, we seek advice from specialist teams. These children are discussed at termly Pupil Progress meetings, at parent meetings and if the outside agencies are involved, at termly Interim Prioritisation Meetings (IPM). All interventions are assessed termly and progress is monitored against a baseline assessment taken at the beginning of the programme. Interventions which did not show evidence of sufficient progress were either stopped or modified.

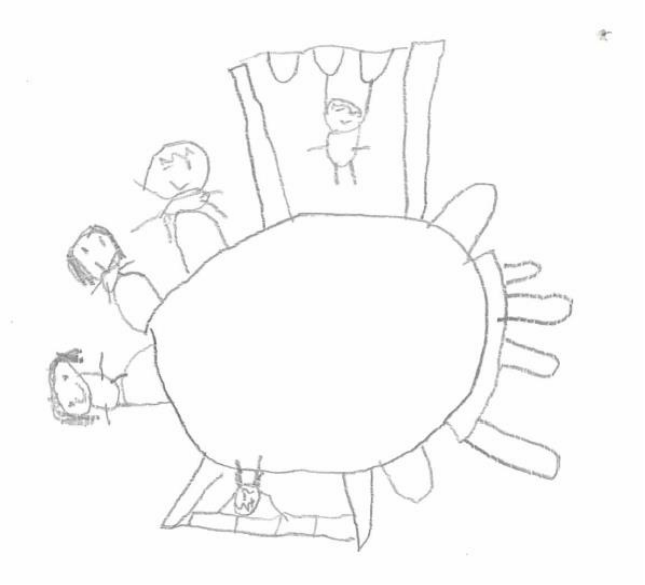
Some of the interventions that were used at St. John's 2024 – 2025 were:

Reading and Spelling	**Communication Needs**	**Well-being Support**
Boosting Reading at Primary Reading Response Precision teaching Lexia	Speech and language therapy targets WellComm ML keyworker support OT support/sensory needs	School Well Being Team ELSA support Educational Wellbeing service PMHT/ EI CAMHS / CAMHS Mind Jersey

Arrangements for assessing and review progress toward outcomes

Class teachers plan out the steps for intervention considering the pupils' individual needs, put into place the intervention with support of the SENCo and facilitate any necessary changes. Parents, children and staff members work together as part of the graduated approach and targets are agreed upon by all. Parents and teachers share the targets set at parent consultations. Finally, the process is reviewed, evaluated and adapted according to the needs of the child.

- Children on an intervention have a baseline assessment to track and monitor the progress made, following on from the intervention.
- Pupils are expected to achieve the targets set in the provision map. This would inform the exit data and be used as a baseline for the following term. This is regularly monitored and adjustments made as appropriate.
- All children in Nursery and Reception are screened using WellComm. This occurs termly and children will have targets to work towards for the term. Progress is monitored.
- Pupils who are receiving support from the Speech and Language Department are reviewed on a regular basis.

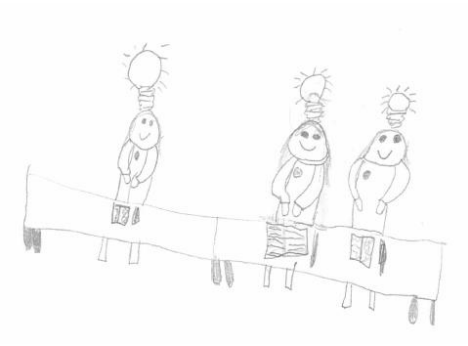


Expertise and training of staff who support children with SEN including how specialist support will be secured

Ten Learning Support Assistants (LSA) are employed by St John's.

All staff receive training throughout the year which is lead by the SENCo and outside agencies. Training explored areas such as vision, Positive approaches to behaviour (Part 1 and 2), Good Autism Practise, Gestalt language processing, Anxiety in Autism, PIP maths intervention training as well as Trauma and Shame lead by SEMHIT. The SENCo attends regular training including termly SENCo and cluster meetings. Staff have completed MAYBO training to support pupils within school as well as annual Safeguard training.

The impact of this training is monitored with staff encouraged to think of next steps for their practice. Regular lesson observations, observations of interventions and LSA's as well as book scrutinise also showed evidence of support and differentiation in all year groups.



Many of the staff have First Aid at Work or Paediatric First Aid qualifications.

Other initiatives in the last year to improve the quality of SEN provision

Over the year school have continued to maintain and update a Sensory Room for children to access. It provides a Swedish ladder, a climbing wall, a ball pit, spinners, peanut balls, yoga balls and a tripod mirror alongside other resources. The specialist equipment provided supports the development of children's sensory needs but also provides an appropriate space for children to continue to develop their self-regulation skills.

Alongside the sensory room School have develop a ‘Light Room’ which can be completely darkened and lit by projectors and fairy lights. It contains a bubble tube and dark tent. A range of sensory resources are provided, including a light table and sensory fidgets. Both rooms have provided an invaluable space to supporting children.





Sensory Room



Light Room

Information about evaluating the effectiveness of provision for children with SEN

We evaluated the effectiveness of our SEN provision by:

- observing Learning Support Assistants delivering interventions
- book looks
- pupil voice
- scrutinising data- assessing the progress the pupils made from starting point of the intervention to end of intervention
- discussions with parents/ class teachers about the pupil’s confidence

How children with SEN were enabled to engage in activities available with children who do not have SEN

All activities selected for the pupils by class teachers are available to all pupils in the class. When necessary, tasks are differentiated, children are put into mixed ability groupings or a specific programme was followed.

For pupils with physical needs activities are adapted to ensure they take place on accessible, level grounds, there is appropriate lighting and that adequate support was available for the pupil. Risk assessments are rigorous and shared with parents where necessary. Parents are informed of trips well in advance.

All children have the same opportunity to take part in extra-curricular activities. We offer football and netball clubs for Key Stage 2 pupils to join as well as outside agencies providing Kicking boxing, music lessons and Brazilian soccer. We also introduced Lego club to support the development of pupils social and communication skills.

Well- Being Support

Pupils well-being is supported by:

- ELSA
- Circle time
- Whole school well-being day
- Assemblies
- Regular PSHE lessons
- Our Counter-Bullying Policy and our Relationships Policy
- Zones of Regulation



Mrs Day leads well-being support at St. John's, supported by Ms. Hall, who has ongoing development as a trained ELSA. Children needing well-being support are prioritised within school and a series of individual sessions are offered to pupils.

Where the emotional needs of the child could not be addressed in school, referrals were made to the Well Being Team or CAMHS. Parents were informed and were regularly updated of their child's progress. Time was allocated at regular intervals for revisiting sessions once the support was completed.

We have direct links to Well-being support on our website. We also have a Well-being pamphlet available to all parents.

How has the school sign posted parents to organisations and services that can provide them with additional support

Teaching staff are in regular contact with parents through:

- Newsletters
- Home school diaries
- Phone contact
- Email contact

- Home visits in Nursery
- Parent Consultation meetings
- Annual reviews for pupils with a RoN
- Well-being leaflet with access to services
- QR code and online program detailing services available by CAMHS shared with all parents
- Information shared on our school website

Involvement from other services include:

The school has forged good links with outside agencies and has a strong working relationship with them. Some of the agencies that have supported pupils at St. John's include:

- Educational Psychology and Well Being Team
- Occupational Therapy (OT)
- Social, emotional and mental health inclusion team (SEMHIT)
- Speech and Language (SALT)
- Autism Social Communication Inclusion Team (ASCIT)
- Primary Mental Health Team (PMHT)
- School Nurse
- Family Partnerships Workers
- Educational Welfare Officers (EWO)
- Family Nursing
- Children and Adults Metal Health Service (CAMHS)
- Early Intervention Children and Adults Metal Health Service (EI CAMHS)



More information about Parenting Support Services available on the Island are available from the school office and on the school website. We adopt a 'Jersey Children's First' approach and liaise with families as soon as problems are identified, to ensure they receive the support they need as early as possible.

The Children and Families Hub

The Children and Families Hub provides information, advice and support for families and young people. The aim of the Children and Families Hub is to make sure you get the right help, at the right time. The Hub also responds to any safeguarding concerns you may have for a child or young person.

The Hub was formerly known as MASH (Multi Agency Safeguarding Hub). You can find out more here:
https://www.gov.je/caring/helpsupportchildrenfamilies/pages/childrenandfamilieshub.aspx

The Jersey Online Directory, which was developed in 2015, also provides information to parents about available services. More information can be found here:
http://www.jod.je/kb5/jersey/directory/home.page

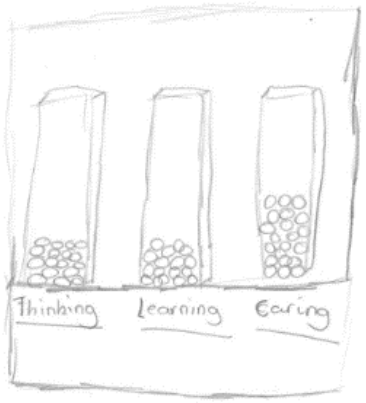
Behaviour

Parents are informed when behaviour plans are put into place and are encouraged to work alongside the school. More information on the school's approach to behaviour can be found on the school website.

Keeping children safe

Some of the ways school ensured the safety of children are:

- having additional staff on duty before and after school
- welcoming children from their cars into school
- ensuring the gates and exits are closed at all times
- adopting a key fob security system at the front door
- changes to the school foyer with an additional fobbed door before entry into school
- a signing in system with proof of identity for agency visitors
- a signing in and out for parents taking children out of school during school time
- collecting children from school policy
- an annual health and safety audit
- annual staff training



Children are encouraged in School Council meetings to express their views about topics. It is open to all pupils who are elected as representatives by class vote which is conducted at the Parish Hall.

The school has a procedure for managing the administration of medicines. Parents complete a form outlining the dose and frequency of the medicine along with the child's information. The medicine is kept securely and is administered by the secretary or trained staff.

Pupils who require personal care receive support and will have an Intimate Care Plan in place. The class teacher arranges for a named member of staff to support the child and appropriate facilities are identified for the child to use.

Accessibility plan

The school is on a single level and has no steps. There is a disabled toilet available.

Changes have been made to classrooms to de-clutter and focus on 'organised and tidy classrooms'. An awareness of the sensory needs of



specific children, highlights the importance of this to class teachers.

Dimmable lights have been installed in all classrooms so that the brightness of lights can be matched to needs within the class.

Arrangements for supporting children moving between educational phases

Moving on is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. At St John's we understand that this can be an unsettling time. We do our best to make changes as smoothly as possible. We aim to keep both pupils and parents fully informed. At the end of the Summer Term teachers met to discuss the classes prior to any change, so they were fully aware of any needs pupils or families may have.

Children receive extended transition through the Transition programme. The pupils and their parents are invited to make additional visits to their secondary school, as well as with the SENCo or Year 6 teacher to meet their teachers and familiarise themselves with the layout of the complex. This is organised between the Year 6 teacher and SENCo and begins in the summer term of Year 6. The SENCo and/ or Class Teacher meet with the secondary teachers to assist in this transition. This year the Secondary teachers came to school to visit small groups of pupils and answer any questions they have about transition to Secondary School. Additionally, a group of pupils had 4 additional transition session to our catchment secondary school supported by school staff.

If a transitioning child has SEN, then the SENCo or Year 6 teacher from St John's meet with the SENCo from the secondary school to discuss the pupils, their needs and the support that has been given. Extra transition can also be arranged with the secondary school, depending on individual needs of the child. There are two transition days in the summer term where the children spend time with their new class teacher and support staff.

School also worked closely alongside Liberty Bus to provide additional support for students who would be using the bus service to attend secondary school. This included visits for students to the bus station and students taking a 'practise route' with the driver to school.

Arrangements for handling complaints from parents of children with SEN about the provision made at school

As a school we like problems to be resolved quickly and will work with other parties to try and do so. Concerns are usually addressed to class teachers in the first instance. If the matter is not resolved than parents can speak to the SENCo, Deputy Head and Head Teacher.

Outcome of the school priorities for SEN

- All actions were met from the previous year. The substantial and sustained progress attainment of pupils will be a continued focus moving forward.
- Provision Mapper has been introduced and provides information on the attainment of individual pupils through: end of term assessments, ongoing teacher assessments,

summative assessments and formative assessments. This ensures pupils have made the required progress.

- Oracy has continued to be a focus for all pupils, in particular the ability to articulate ideas, develop understanding and engage with others through spoken language. Pupils have been encouraged to share their voice to help make developments in our school. Oracy will continue to be a focus and will run alongside the continued use of WellComm to support all pupil's language development.
- Behaviour management, built upon the key importance of prioritising relationships, has continued to be a whole school focus, with school developing a 'reset and return' policy to enable all students to reflect on events and quickly return to learning. School is now embedding this ethos into its everyday practise.
- Developing our early reading and phonic teaching was a successful focus for the year. The development of using ELS and resourcing this accordingly has supported the development of many of our early readers.



S. Walker – January 2026

Special thanks to St. John's School Council 2025 who have drawn the pictures for this report.