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St John's C E Primary School

Primary School (C of E)

St John's CE Primary School has published their Local Offer providing information on Special Educational Needs and Disabilities (SEND)



This setting has signed up to offer Tax Free Childcare.

Who to contact

Contact Name	Ms Martina Parsons
Contact Position	Headteacher
Telephone	(0118) 937 5540
E-mail	admin@stjohns.reading.sch.uk (mailto:admin@stjohns.reading.sch.uk)
Website	www.stjohns.reading.sch.uk (https://www.stjohns.reading.sch.uk/)
Scan to visit this website	

Where to go

Address	121-147 Orts Road Reading Berkshire
Postcode	RG1 3JN

Availability

Age Ranges	4-11 years
Wheelchair access	Yes

Inclusion Information

Wheelchair access	Yes
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Special Needs provision	Yes
Special Needs Experience	Yes
Provision for special dietary needs	Yes
Details	Caterlink provide a special diet menu
Can make special cultural provisions	Yes

Childcare Information

Funded Places

Has 3 & 4 year old funding	Yes
Has 2 year old funding	No

30 Hours Extended Entitlements

Additional 15 hours of *Free* childcare offered	No
How many places are available for the additional 15 hours to meet the 30 hours childcare	0
Intending to provide 30 Hours?	No

Opening Times & Facilities

Opening Times

Day	Opening Time	Closing Time
Monday	8.40 a.m.	3.10 p.m.
Tuesday	8.40 a.m.	3.10 p.m.
Wednesday	8.40 a.m.	3.10 p.m.
Thursday	8.40 a.m.	3.10 p.m.
Friday	8.40 a.m.	3.10 p.m.

School Pickups

Offers school pickups	No
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Ofsted Information

Ofsted Report:	See the Latest Ofsted Inspection Report (http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/142735)
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Local Offer

Contact Name	Rosamund Porter
Contact Telephone	0118 9375540
Contact Email	admin@stjohns.reading.sch.uk (mailto:admin@stjohns.reading.sch.uk)
Links	St John's CE Primary School - Website (http://www.stjohns.reading.sch.uk) Accessibility Plan (https://www.stjohns.reading.sch.uk/send/)



Local Offer Age Bands	Primary
SEN Provision Type	Universal
Local Offer Updated	04/06/2025

Schools Extended Local Offer Response

Description

School Name: St John's CE Primary School

Address: Orts Road, Reading, RG1 3JN

Telephone: 01189375540

Email: admin@stjohns.reading.sch.uk (<mailto:admin@stjohns.reading.sch.uk>)

Website: www.stjohns.reading.sch.uk (<http://www.stjohns.reading.sch.uk>)

Ofsted link: <https://files.ofsted.gov.uk/v1/file/50198411> (<https://files.ofsted.gov.uk/v1/file/50198411>)

Headteacher: Ms Martina Parsons

SENCo:

Name: Mrs Rosamund Porter

Contact: admin@stjohns.reading.sch.uk (<mailto:admin@stjohns.reading.sch.uk>)

Date of latest Accessibility Plan: 2023-2026

Date completed: May 2024

By whom:

Name: Mrs Rosamund Porter SENCo

General Statement – Whole School Approach:

Our overarching aim is for all children to receive quality first teaching which takes into account individual learning needs and creates an inclusive learning environment. Through ongoing discussion and regular pupil progress meetings, we frequently review and record what we provide EVERY child in our care and what additional support we can offer, including interventions. We have embedded high expectations amongst staff to provide quality first teaching and all staff understand and apply the principles of a differentiated and personalised approach to teaching and learning when necessary under the support and guidance of the SENDCO

Underpinning ALL our provision in school is the graduated approach cycle of: Assess, Plan, Do, Review each long term and when necessary

All teachers are responsible for every child in their care, including those with special educational needs. (Reference: Teaching & Learning Policy)

1: The kinds of special educational needs for which provision is made at the school

1.1: Do you have children with SEND in your school? Yes

1.2: What kinds of SEND do those children have?

We support children whose SEND falls into the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

There are 92 children on the SEN register, this equates to 20% of the school. We cover a large number of needs across the school with the highest being speech, language and communication needs. We currently have 12 children with Education, Health and Care

Examples of Best Practice

- Support for Visually impaired
- Support for children with hearing difficulties
- Provision for sensory needs across the school
- Provision for children with medical needs
- Provision for children with physical needs causing difficulties with mobility
- Transitions for pupils of in year and end of Key Stage
- Emotional guidance from trained Emotional Literacy Support Assistants to support mental health
- Weekly peer massage
- Sensory room

2: Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND ^

2.1: How do you know if a pupil has SEN?

We have rigorous monitoring in place that tracks the progress our SEND learners make in all areas of the curriculum and identifies clearly the next steps, to ensure that progress continues. We have a robust monitoring system to improve our identification of children with SEND. These 'Data Alerts', produced by the SENCo and annotated by teachers, focus on the attainment and progress of non-SEND pupils

We also use other forms of assessment/observation to identify additional needs. Our staff are vigilant at identifying and raising any concerns. If appropriate, these concerns are formalised on a concern form. Parents are also invited to raise any concerns.

Examples of Best Practice

- Open door policy –we encourage parents/carers to talk to staff about any concerns as they arise
- Teachers assess and observe children's learning closely; LSAs support this process
- All staff monitor children's wellbeing closely
- Staff meet termly to discuss individual pupils' progress and attainment and so identify any concerns
- Use of Insight Online Pupil Tracking system to identify children who are not making expected/ accelerated progress or are working below their age-related expectation. Use of Bsquared assessment tool for children with additional needs, to track the smaller steps of progress and inform planning and provision.

2.2: How will I know if my child is receiving SEN support?

Your child's class teacher will share any concerns with you and then there will be careful monitoring of your child. This monitoring may include a concern form being completed by your child's teacher and the SENCo. If concerns continue, your child's teacher will meet with you to discuss needs and support, which is recorded on an Individual Provision Plan (IPP), reviewed termly with the Class Teacher and SENCo

3.1: Where can I find information about the school SEN Policy?

Our SEND Policy is available on our school website. <https://www.stjohns.reading.sch.uk/policies/> (<https://www.stjohns.reading.sch.uk/policies/>).

3a: How the school evaluates the effectiveness of its provision for such schools

3a.1: How do you make sure that the SEN provision is helping pupils make better progress?

We have internal processes for monitoring quality of provision and assessment of need. Robust performance management systems are in place for teachers and LSAs.

Monitoring of provision includes:

- Termly meetings between staff and SENCo to discuss individual pupils' progress and attainment
- Performance management of all staff
- Regular monitoring reviews take place throughout the year with SEND as a continual focus. These reviews are carried out by members the Senior Leadership Team
- SEND learning walks
- SEND data reports produced 3 times a year
- Use of Insight Online Pupil Tracking system to identify children who are not making expected/ accelerated progress or are working below their age-related expectation. Use of BSquared to monitor children who are making smaller steps of progress.
- Link visits with the SEND governor Our Governors play an active role in monitoring the quality of our SEND provision. Where possible, our SEND Governor is involved in carrying out monitoring reviews or learning walks.

3a.2: How do you check other outcomes for children with SEND, such as independence and well-being?

Discussions take place between class teachers and SENCo and/or Pastoral Lead. Parents/carers have the opportunity to share their thoughts with the class teacher at meetings organised to review their child's Individual Provision Plan (IPP). Teachers talk about children's progress at team meetings. Tracking grids and/or reflection sheets are completed to show impact as required for those children attending pastoral clubs. If appropriate, Boxall Profile assessments (boxallprofile.org) and/or Strengths and Difficulties Questionnaires (SDQs) are completed to provide further information to staff. BSquared software enables SENCo to monitor children making smaller steps of progress.

Annual Reviews provide an opportunity to check outcomes for children with Education Health and Care Plans (EHCPs). Pupils complete a pupil contribution form if appropriate, which is shared ahead of the meeting.

3b: The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

3b.1: How do you check and review the progress made by pupils with SEN?

Staff meet termly to discuss individual pupils' progress and attainment, reviewing current support and planning next steps to ensure progress continues. Termly teacher assessments show the impact of interventions. Some interventions have formal assessments which are used to measure their effectiveness after a set period of time. Others are measured using personalised targets, start and end scales, tracking and by academic progress.

3b.2: How will I find out about the progress my child is making?

An annual report is sent to the parents alongside regular reviews during the year.

3b.3: How will I be involved in those reviews? Who else will be there?

IPPs are reviewed three times a year by teachers, in consultation with SENCo and parents/carers, and next steps agreed. Additional meetings can be arranged with your child's class teacher and/or SENCo. As part of the Education, Health and Care Plan (EHCP) Annual Review process, parents complete a contribution form which is circulated before the meeting. Parents are also invited to review the EHCP outcomes in light of progress, as well as suggest amendments to other parts of the document.

Examples of Best Practice

- Concern forms
- Tracking information and behaviours on our internal electronic communication system
- Tracking data
- Termly standardised assessments

3c: The school's approach to teaching pupils with SEND



3c.1: How do your teachers help pupils with learning difficulties or disabilities to learn?

Scaffolded support being embedded in our curriculum and teachers' practice is key. Teachers adjust the support necessary to children to meet their needs in a variety of ways, e.g. different tasks on the same topic, additional resources, phonics lessons grouped according to ability, pre-teaching vocabulary.

Children's interests are taken into account within the curriculum. All our teachers are clear on the expectations of Ordinarily Available Provision and this is monitored regularly by the leadership team.

Class teachers provide varied support, e.g. making time to talk with a child, social stories to help understanding, creating a picture checklist to support independence, social clubs at lunchtimes.

Additional interventions or specific support are used to address specific needs, in groups or individually, such as speech and language therapy programmes, Write from the Start (handwriting), precision learning and sensory circuits.

Pastoral clubs for identified children develop social skills, self-esteem and anger management skills.

Sensory circuits and daily Occupational Therapy (OT) exercises develop physical independence.

Our Pastoral Support is closely involved with supporting some children and families. E.g. offering parenting support, discussing issues with children and signposting parents to additional family support.

Learning Support Assistants (LSAs) and teachers communicate well, to ensure appropriate support is in place and to review impact.

Examples of Best Practice

- Staff training on SEN ensures strategies relevant to diagnosed or suspected needs are used e.g. speech and language training enables LSAs to deliver programmes of support
- Additional resources and equipment, including visual symbols, are used to support learning, relevant to need
- Internal assessments to review needs and progress

3c.2: How can I find out more about what my child is learning at the moment?

Parents/carers receive an email with a 'St John's Look at the Week Ahead' document attached. This includes an update for the coming week for each year group and is also available on the school website. Knowledge Organisers are sent home on a termly basis. They summarise the learning that will take place across the curriculum. Our 'open door' policy means that there is an opportunity for parents/ carers to speak to class teachers before or after school.

3d.1: How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?

We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments, where possible. Our policy and practice embraces The Equality Act 2010. We monitor the languages spoken by families in our school. Where possible, translators are asked to attend meetings. Our Inclusion rooms, 'Butterflies' and 'The Hive', provides safe, inviting places for our children. Learning spaces outside classes offer children the opportunity for quiet time.

Examples of Best Practice

- Our building includes many accessible features, including ramps, lifts, disabled toilets, wide/automatic doors, disabled parking spaces
- Adjustments are made to teaching, resources and environment, where possible, to suit individual needs

3d.2: How will the curriculum be matched to my child's needs?

See 3c

3e: Additional support for learning that is available to pupils with SEND

3e.1: Is there additional support available to help pupils with SEND with their learning?

Yes, we can provide support from within school, e.g. resources or draw upon the expertise of outside agencies to offer further support if required.

Examples of Best Practice

- Various ways of ascertaining the child's views are used, including observation, informal and more formal discussions
- We offer alternative provision for a few of our highest needs children

3e.2: How are the school's resources allocated and matched to children's special educational needs?

Children's needs are considered alongside availability of resources and staff, through discussion with staff, parents/carers and practitioners from specialist services

3e.3: How will I know if my child is getting extra support?

Your child's teacher will meet with you to discuss needs and support. This information is then recorded on an IPP.

3e.4: How is the decision made about how much/what support my child will receive?

Quality First inclusive Teaching is clearly defined in our school and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. The SENCo oversees all additional support and share updates with the SEND Governor.

3f: Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum

3f.1: What social and extra-curricular activities are available for students with SEND?

- Pastoral support programmes
- Breaktime clubs, e.g. 'Butterfly Club'
- After school clubs, for example, Art, Tennis, Film, Cookery
- Breakfast club
- After school club
- Sensory Circuits (by invitation)

3f.2: How can my child and I find out about these activities?

Information is given at the welcome meeting for new FS2 children. A clubs letter is given to all children three times a year and clubs are open to all. Particular children are invited to attend break time clubs based on need. In addition, please speak to the school office or your child's class teacher to find out more about these activities if needed.

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

Our Inclusion Policy and Accessibility Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns about safety and access, further thought and consideration leads to additional provision/support being put in place to ensure needs are met. Where applicable, parents/carers are consulted and involved in planning.

We work with One Reading Partnership Outreach to support whole family well-being. We are currently engaging with the RISE team for universal support in the form of Speech and Language and Occupational Therapy

Examples of Best Practice

- 1:1 or small group support is given, as needed
- Personalised lunch menu can be provided if a special diet is required
- Risk assessments are completed for every trip
- There is always a high number of adults (both school staff and parent helpers) that attend each school trip
- Children with SEND are encouraged and expected to go on all trips, with extra adult support, if required
- Extra-curricular clubs are open to all

3g: Support that is available for improving the emotional and social development of pupils with SEND



3g.1: What support will there be for my child's overall well-being?

All our staff are trained to provide a high standard of pastoral support, with specific members of staff receiving more specialist training. Relevant staff are trained to support medical needs and in some cases all staff receive training, for example, the use of epi pens. We have a medical policy in place.

Our Behaviour Policy is fully understood and being implemented by all staff. Our staff recognise the importance of relationships and having positive connections with our children.

Our behaviour policy is underpinned by the understanding that behaviour is a form of communication.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

Pupil voice is central to our ethos and this is regularly encouraged in a variety of ways, including an annual questionnaire. There is also a School Council which meets throughout the year and includes several SEND children as representatives.

Our support staff work hard to encourage greater independence in all our learners.

We have regular consultation meetings with the Primary Mental Health Worker (PMHW) and the Education Psychologist (EP) who is assigned to our school. This means that we can access specialist advice and 'next steps' for some of our more vulnerable children.

We have engaged with the Reading Inclusion Support in Education Project (RISE) which has offered support around specialised Autism Best Practice Training.

Examples of Best Practice

- Overall ethos of the school is respect and equality, with a big emphasis on pastoral care and therapeutic management

- Children look out for each other, with care and respect
- Class teachers provide varied support, e.g. making time to talk with a child, social stories to help understanding, creating a picture checklist to support independence, social clubs at lunchtimes.
- Advice and input from our Inclusion Team is given when needed
- Breaktime clubs for identified children develop social skills, self-esteem and anger management skills
- Our Pastoral Support Mentor is closely involved with some children and families, in many different ways. e.g. supporting transition from home to school
- Once we are aware of them, any situations are dealt with immediately
- Sensory circuits and daily OT exercises develop physical independence
- Further advice and input is sought from specialist services, when required and we are open to new ideas to ensure the wellbeing of all our children

4: In relation to mainstream schools, the name and contact details of the SEN Co-ordinator



4.1: Who should I contact if I want to find out more about how the school supports students with SEND?

Mrs Rosamund Porter, SENCo

admin@stjohns.reading.sch.uk (<mailto:admin@stjohns.reading.sch.uk>)

4.2: What should I do if I think my child may have a special educational need or disability?

In the first instance, parents/ carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from our SENCo or members of the SLT.

5: Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured



5.1: What training have the teachers and other staff who support children and young people with SEND had?

We are committed to developing the ongoing expertise of our staff. Our Special Needs Co-ordinator (SENCo) is a qualified teacher and has completed the mandatory National SENCo Award.

We regularly invest in training our staff to improve quality first teaching, enhancing skills and knowledge and delivery of targeted and specialist interventions. Staff are updated on matters pertaining to special educational needs and disability regularly and when required.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed according to the needs of children, as advised by outside practitioners and from our own knowledge and observations.

The following training has been completed:

- Scaffolding in teaching
- Autistic Spectrum Disorder (ASD)
- Basic Epilepsy awareness Training
- First Aid
- Supporting looked after and adopted children in school
- Mental Health (including 'School Links Project' training)
- Speech and Language
- Autism and Girls
- Behaviour
- Sensory needs, including massage therapy

- Speech and language discussions/modelling from therapist
- Other speech and language training: Attention Autism, Intensive Interaction, PECs, Supporting speech, language and communication skills in the early years
- Social Skills training
- Team Teach training

6: Information about how equipment and facilities to support children with SEND will be secured

6.1: What happens if my child needs specialist equipment or other facilities?

Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. We seek to ensure value for money.

- Staff meet termly for pupil progress meetings and with IPP reviews, evaluate and update relevant provision and resources ensuring these are used to meet individual needs, as appropriate and if available
- We follow the advice of other practitioners involved with a child and consult with parents/carers to agree resources that might be appropriate for a child e.g. concentration aids for children with attention difficulties, ear defenders for auditory sensory challenges.
- Class groups and their teachers are carefully considered each year, matching personalities where possible

7: The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

7.1: How will I be involved in discussions about and planning for my child's education?

We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss their child's learning.

- Informal discussion
- IPP review meeting (3x yearly)
- Parents' evening (2x yearly)
- Meeting following concern raised by parent/carers, teacher or child (as required)
- Review meetings to follow up concerns/actions (as required, usually termly)
- Annual Review meetings for children with Education, Health and Care Plans (annually or twice a year if child is under 5)
- Meeting with outside practitioner, e.g. Speech and Language Therapist, Educational Psychologist, Behaviour Support teacher (as required)
- SEND coffee mornings for parents, with specialist guest speakers
- Additional provision is agreed in consultation with children and their parents/ carers.

7.2: How will you help me to support my child's learning?

At parent meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. We nurture an open dialogue of two-way feedback and therefore welcome ideas and suggestions from parents/carers. We host curriculum evenings to help families understand what learning is expected and how they can best support their child's needs. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We believe in supporting the development of parenting skills and work in collaboration with other agencies to help parents/carers to access courses if required.

- Open door policy - we encourage parents/carers to talk to staff
- 'Meet the teacher' sessions at the start of each year
- Parents' evenings – class teachers meet with all parents/carers termly
- Further meetings are organised as and when needed, at school, parent/carer or other agency request, e.g. to discuss current concerns
- Class teachers write an annual report for each child; a mid-year data report is also shared with parents
- Curriculum evenings and information sessions are held in school, covering a range of topics
Parents/carers receive an email with a 'St John's Look at the Week Ahead' document attached. This includes an update for the coming week for each year group.
- Ideas for supporting children's learning are on our school website, with links to other places to access support, e.g. Children's and Young People's Integrated Services (CYPIT)
- Information about intervention programmes used are on our school website

8: The arrangements for consulting young people with SEN about, and involving them in their education ^

8.1: How will my child be involved in his/her own learning and decisions made about his/her education?

Discussions take place between child and teacher/ LSAs, e.g. relating to their targets. Children are also actively involved in their feedback from the teacher. In the Foundation Stage, the children are asked what they would like to learn and child initiated learning is part of everyday practice. Student representatives form the School Council who seek to elicit pupil voice from their peers.

9: Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school ^

9.1: Who can I contact for further information?

admin@stjohns.reading.sch.uk (<mailto:admin@stjohns.reading.sch.uk>)

9.2: Who can I contact if I am not happy about the SEN provision made for my child?

We follow Reading Borough Council's Complaints Policy

10: How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils ^

10.1: Who else provides services in school for children with SEN or disabilities?

- Educational Psychologists
- Speech & Language Therapists
- Sensory Consortium Service (for visual and hearing difficulties)
- Cranbury College Behaviour Support Service and PS4 Behaviour Support
- Berkshire Women's Aid
- Education Welfare Officer
- ASD Outreach
- School Nurse
- Other health practitioners
- Physiotherapist

- Occupational Therapists
- Children's Action Team
- Primary Mental Health Workers
- Child and Adolescent Mental Health Services (CAMHS)
- Family Workers
- Social workers
- Music Therapists
- Information Advice and Support Services for SEND (IASS)
- One Reading Partnership Outreach
- RISE Project

10.2: How can my family get support from these services?

We work as a school team to find the best approach to support the child, in conjunction with parents/carers. Our Pastoral Support and SENCo are able to support families to access services through the Local Offer, as appropriate. As a school, we are able to make referrals to some services, and in other cases we signpost parents to access support from relevant agencies and organisations.

- Foundation Stage have links with the local Children's Centre
- We share information with Foundation Stage parents/carers about Speech and Language 'drop-in' clinics in the area
- We have been involved with some voluntary organisations and can put parents/carers in touch if needed, e.g. Daisy's Dream and Macmillan
- Our website has a link to Reading's Services Guide/ Local Offer which has details of voluntary organisations in the area

11: The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32 ^

11.1: Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

Information Advice and Support Services for SEND (IASS) 0118 937 3421
iass@brighterfuturesforchildren.org (<mailto:iass@brighterfuturesforchildren.org>)
<https://servicesguide.reading.gov.uk/kb5/reading/directory/home.page> ([home.page](https://servicesguide.reading.gov.uk/kb5/reading/directory/home.page)).

12: The school's arrangements for supporting pupils with SEND in transferring between phases of education ^

12.1: How will you help my child make a successful move into the next class or secondary school or other move or transition?

We have a robust transition programme in place for welcoming new learners to our setting. Our Individual Provision Plans (IPPs) record which aspects of our environment and provision help a child learn and this information is passed on in transition. We have very good relationships with feeder settings as well as settings children move onto.

- All additional transition support is tailored to the needs of the child
- Before any transition, wherever possible, arranging visits for pupils, staff and parents/carers e.g. between feeder settings, home and secondary schools
- Holding transition meetings with staff, parents/carers and other practitioners, if necessary
- Passing all records on to new schools
- Arranging additional visits for pupils, if it is felt necessary
- Creating photo diaries for children, where needed

- Year 6 children have the opportunity to attend a 'Secondary School Awareness' day
- In order to prepare for new classes in September we hold a 'class swap' session in July
- Having a buddy system for mid-year arrivals and/or vulnerable children
- Staff providing relevant additional support to those anxious about changes, where appropriate e.g. staff sharing their knowledge of secondary schools with individuals to reassure and give them confidence

13: Information on where the LA's SEN Information Report / Local Offer is published **ORDINARILY AVAILABLE** statement ^
- Provision the local authority expects to be made available by schools, early years and post-16 providers)

13.1: Where can I find out about other services that might be available for our family and my child?

[Reading Directory / Special Educational Needs & Disabilities - Reading's Local Offer \(localoffer.page?familychannel=3\)](#)

14: Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review ^

14.1: What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?

IPPs are reviewed on a termly basis, 3 times a year, in consultation with parents/carers, and next steps are agreed.

If your child has an Education Health Care Plan, parents/carers are invited to attend an Annual Review to review progress against outcomes. If your child is under 5, these meetings will take place every 6 months. Your child is welcome to join the meeting for a period of time to reflect on what has gone well for them over the year and talk about what they would like to get better at, if this is felt appropriate.

Parents have the opportunity to complete contribution forms, reflecting on progress over the year and aspirations for the future. Children also have the opportunity to reflect in the same way, with discussion and scribing support as required.

14.2: How often will these reviews happen?

These IPP reviews happen 3 times a year.

15: Who can I contact for further information? ^

In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from our SENCo or SLT.

For free, confidential, impartial advice contact: Information Advice and Support Services for SEND (IASS) 0118 937 3421 iass@brighterfuturesforchildren.org (<mailto:iass@brighterfuturesforchildren.org>)

16: What is the complaints procedure? ^

We follow the Reading Borough Council Complaints policy.

17: Our external partners are ^

Educational Psychologists

School Nurse

Speech & Language Therapists

Other health practitioners

Sensory Consortium Service (for visual and hearing difficulties)

Physiotherapist

Cranbury College

Behaviour Support Teachers

Occupational Therapists

Berkshire Women's Aid

Children's Action Team

Education Welfare Officer

Primary Mental Health Workers

ASD Outreach

Child and Adolescent Mental Health Services (CAMHS)

Family Autism Advisor

Family Workers

Information Advice and Support Services for SEND (IASS)

Social workers

Music Therapist

Partnership Outreach

RISE project

Various Alternative Provision settings

18: Is there any additional provision you have developed during the year?

Our strategic plans for developing and enhancing SEND provision in our school this year have included:

- Sourcing suitable alternative provision
- The impact and deployment of support staff with a review of training needs
- Continued sharing of good practice and expertise across the Trust
- Continuation of Individual Provision Plan (IPP) format to combine pastoral and SEND needs, with information being recorded more efficiently on one document that will follow the child through the school.
- Robust monitoring system developed and in place, in order to improve the identification of children with SEND needs.
- embedding an intervention planning system to help monitor the progress of your children
- pupil voice questionnaires to inform pastoral support

19: Link to the schools websites SEND information or policy page.

<https://www.stjohns.reading.sch.uk/>

Ratings

[Sign in \(sign_in.page?return=service.page%3Fid%3DFhBaOPF93g0\)](#) to rate this service

Disclaimer

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