



St John's Primary School Gosport

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*If you would like to meet with someone to go through this document please contact the Inclusion Team via
adminoffice:st-johns-gosport.hants.sch.uk*

Special Educational Needs Information Report 2026

SENDCO and Inclusion Lead: Mrs Krista Ford

THE KIND OF SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE AT THE SCHOOL

At St John's Primary School, we are deeply committed to providing an inclusive, supportive environment where every child, regardless of their special educational needs or disabilities (SEND), has equal opportunities to succeed. We offer a personalised curriculum that ensures all pupils, whatever their abilities, can make progress and reach their full potential. Our dedicated interventions and provisions are tailored to meet each child's individual needs, supporting them to access the curriculum and, where necessary, make accelerated progress. We also offer a wide range of extra-curricular activities, giving all children the chance to thrive beyond the classroom. We value and respect every child, ensuring that all are equal members of our school community, and we are focused on removing barriers to learning, providing physical and curricular access, and fostering a foundation for life-long learning.

For more information please see our [Special Educational Needs Policy 2024](#) on the school website.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

Our SENDCO and Inclusion Lead is [Mrs Krista Ford](#), who can be contacted via the school office (02392 582404). She is available to discuss any matters relating to Special Educational Needs or Disability (SEND) in the school. Mrs Wilkinson – Head Teacher - is also available to discuss any child in the school, including those with SEND; she can be contacted via the school office.

At St John's Primary School children with SEND are identified through a variety of ways including the following:-

- Liaison with preschool/previous school
- Child performing below age expected levels: nationally recognised tests are used to help identify children's learning and progress – Fischer Family Trust Reading Assessment, DEST – dyslexia screening, Sandwell maths assessment, BAS – reading test
- Concerns raised by parent
- Concerns raised by teacher, for example, behaviour or self-esteem is affecting performance. Behaviour will be tracked by the school to try and establish any patterns
- Liaison with external agencies i.e. physical needs
- Health diagnosis through paediatrician or Children and Adolescent Mental Health Services (CAMHS)

Additional help will be put in place appropriate to the needs of the child. All children with SEN will be on a register for their needs and parents will be informed when they are put on or removed from the register.

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child's class teacher. If you need to take the matter further please talk to the SENDCo – Mrs Krista Ford. If you need to discuss the matter with a governor please contact the SEND governor or the Chair of Governors via the school office: adminoffice@st-johns-gosport.hants.sch.uk If your issue is still not resolved please refer to the Local Authority. Our SENDCo is always available to talk to parents as part of our support process.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

HOW WILL BOTH YOU (SCHOOL) AND I (PARENT) KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National Expectations and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including Early Year Foundation Stage Profile (EYFSP), National Curriculum Age Expectations, Reading and Spelling ages etc.
- Children who are not making expected progress are picked up through Pupil Progress Meetings, with the year group adults and a member of the Senior Leadership Team (SLT). In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- All children's progress is reviewed against their target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The Governors look at the progress of all children each term, including a focus on children with SEN.
- One of the Governors is responsible for SEN and meets regularly with the SENDCo. She also reports to the Governors to keep all of them informed.
- The Governors agree priorities for spending within the SEN budget, with the overall aim that all children receive the support they need in order to make progress.

WHO WILL EXPLAIN TO ME HOW MY CHILD IS PROGRESSING?

- The class teacher will meet with parents on a termly basis, at least (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- The SENDCo is very willing to talk to parents and support all aspects of children's learning.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome to make an appointment to meet with either the class teacher or any adult working with your child to discuss progress. We can offer advice and practical ways in which you can help your child at home. We try to make these appointments as quickly as possible and often on the same day.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register you will be kept fully informed by letter about the interventions they are having, the target they are working towards and how you can help. Your child's teacher will share their Individual Learning Plan (ILP) with you and discuss their targets. These targets will be reviewed regularly with you.
- If your child has complex SEND they may also have an Individual Behaviour Management Plan (IBMP), a Transition Partnership Agreement (TPA) or have an Education Health Care Plan – EHCP, which means that a formal annual meeting will take place to discuss your child's progress and a report will be written.

HOW WILL SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- Our SENDCo oversees all support and progress of any child requiring additional support across the school, and will involve outside agencies when necessary.
- The class teacher will oversee, plan and work with each child with Special Educational Needs or Disability (SEND) in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts. (e.g. SALT (Speech and Language Therapy) three times a week or Precision Teaching daily)

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be adaptations made to suit the different needs of the children.
- The benefit of this, is that all children can access a lesson and learn at their level.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the SENDCo will discuss your child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with parents.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's SEN targets and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful when possible. Occasionally, parents may be asked to accompany their own child if it is deemed necessary for the safety of all children.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. For more information, please see our [Disability Equality Policy](#) on the school website.
- We are an inclusive school and all staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after your children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class

teacher liaises with the SENDCo/Inclusion Lead for further advice and support, which may involve working alongside outside agencies eg health professionals, educational psychology etc.

- The main office and playground entrances allow for disabled pupils to have the same access to the school as all children.
- The toilet facility for children with a disability has been completely re-furbished and improved.
- We have work tables in the school which can be raised or lowered to accommodate wheelchair access.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCo and Inclusion Team are highly experienced teaching and support staff
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -
Health – GPs, school nurse, clinical psychologist, paediatricians,
Speech & language therapists;
Occupational therapists;
Children's services - Locality Teams, the Early Help Hub (EHH) and social workers
Educational Psychologists.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- The SENDCo has completed the National Award for SEN Co-ordination (NASENCO) at Winchester University.
- We have two members of staff trained as ELSAs (Emotional Literacy Support Assistants) who receive regular support from the Educational Psychologist.
- Some members of staff have had training in delivering Speech & Language programmes from Speech & Language therapists.
- Two members of staff are trained in Therapeutic Story Writing to support children with emotional problems.
- A number of teachers and LSAs are Team Teach trained (how to de-escalate a child and if necessary restrain safely) to support children with behavioural difficulties.
- All of our LSAs have had training in delivering reading, spelling and phonics programmes.
- We have LSAs who are trained in specific intensive support interventions.
- We have an extensive on-going training programme to ensure that we can meet the needs of your children.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing, with an accessible changing table. The school is all on one level with ramps at specified fire exits.
- We have regular support from Hampshire Teacher Advisors for children with additional needs such as hearing or visual impairments, to ensure that all children can access the curriculum and beyond.
- We liaise with EMTAS (Ethnic Minority Traveller Achievement Service) who assist us in supporting our families with English as an additional language.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Pupil voice is embedded in all areas of the school, including curriculum work, whole school policies and appointment of new staff etc
- Children who are on the SEN register may discuss and set their targets with their class teacher.
- If your child has a TPA (Transition Partnership Agreement) or EHCP their views will be sought before any review meetings.
- Children have access to ELSA (Emotional Literacy Support Assistant) support and can use them to voice their concerns and issues when needed.

WHO CAN I CONTACT FOR SUPPORT AS A PARENT OF A CHILD WITH SEND?

First point of contact would be your child's class teacher to share your concerns.

- You could also arrange to meet our SENDCo – Mrs Ford.
- Look at the SEN policy on our website
- Contact Parent Partnership - www3.hants.gov.uk/parentpartnership

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin Office to arrange to meet the Head Teacher, Deputy Head Teacher or SENDCo, who will discuss how the school could meet your child's needs.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will meet their teacher and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation to the new surroundings. We would also visit them in their current school if appropriate.
- We write social stories and/or Transition Books with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits, if possible. At our 'feeder' secondary school, Brune Park School, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an IPA or EHCP review will be used at a transition meeting, to which we invite staff from both schools and parents.
- Some children will have their timetable modified to allow for a slower transition into the school

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who are on the SEN Register have their needs met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet individual's or groups of children's needs.
- The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support often involving an LSA or the pastoral team.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- All children on the SEN register will have targets set by the class teachers on Individual Learning Plans (ILPs) and these will be discussed with parents at Parents' meetings. Teachers will also give advice about how you can help at home. Your thoughts or ideas can be included in the targets.
- ILPs will be reviewed and new targets set 4 times each year: November, February, May and July, as part of the plan, do, assess and review cycle. This is part of the 'graduated approach' in meeting your child's needs.
- If the child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

Where to get further information about services for your child.

The information above is provided as part of Hampshire County Council's Local Offer.

To access the Local Offer in its entirety, click on the links below.

<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>

Krista Ford, SENDCo and Inclusion Lead, September 2026.