



St. John the Baptist
Catholic Primary School

We will prepare the way by loving, living and learning with the Lord



Our Lady and All Saints
Catholic Multi Academy Company
Strong in Faith

INCLUSION SUMMARY REPORT

2021-2022

At St John the Baptist Primary School, our intention is to ensure that all children receive a high quality and ambitious education. We believe that educational inclusion is about celebrating individual needs, talents and personal qualities. Inclusion is a thread that runs through every area of our school enhanced by collaboration between senior leaders, inclusion team, teachers, support staff, external agencies, parents/carers and most importantly, the child.

St John the Baptist Catholic Primary School aims to provide a safe, secure, stimulating and supportive atmosphere where each child is valued. We nurture children towards positive self-worth and self-confidence as learners and help every child to mature socially and emotionally.

This provision at St John the Baptist Primary School supports our pupils to:

- Feel safe, secure and cared for
- Show confidence, resilience and self-motivation in the classroom
- Have good mental health which helps them to develop and thrive
- Demonstrate high levels of engagement in activities
- Make good progress from their starting points due to accessible learning environments and high quality inclusive teaching
- Work collaboratively with their peers
- Develop skills and knowledge across the curriculum to prepare them for the next stage of their education and, in the long term, prepare them for employment, independent living and making a positive contribution to their community



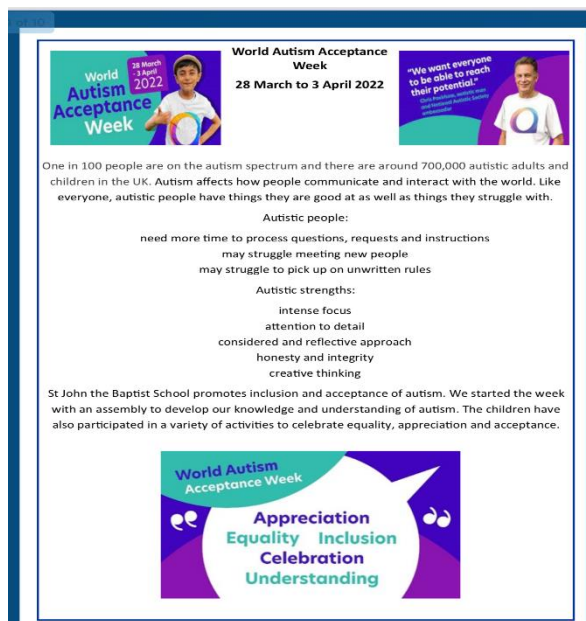
We believe that educational inclusion is about equal opportunities for all learners, we pay particular attention to the provision for and the achievement of different groups of learners:

- learners with special educational needs
- learners who are disabled
- learners supported by pupil premium funding
- learners who need support to learn English as an additional language
- those who are able, gifted and talented
- those who are looked after by the local authority
- those who are in families under stress
- any learners who are at risk of exclusion



Autism

Our school celebrated 'World Autism Acceptance' Week in March 2022. We started the week with an assembly to develop our knowledge and understanding of autism. The children participated in a variety of activities to celebrate equality, appreciation and acceptance.



In May 2022, all staff completed the 'Making Sense of Autism' module. This training enhanced our understanding and awareness of autism and the three areas of difference that affect autistic pupils. The module equipped us with the knowledge to continue to make reasonable adjustments in the way that we support autistic pupils.

Our AET leads (Mrs S Drust, Mrs E Blundell, Mrs J Banks) continue to use their skills to complete pupil observations to inform pupil referrals to external agencies.

Relax Kids

This year some of our pupils in the Early Years enjoyed the opportunity to participate in Relax Kids.

Relax Kids offers a unique system of children's relaxation and mindfulness and helps pupils decrease stress and anxiety, increase their attention span and improve concentration. Relax Kids also supports mental health, pupil self-esteem and resilience and has been shown to improve emotional wellbeing and behaviour in children.

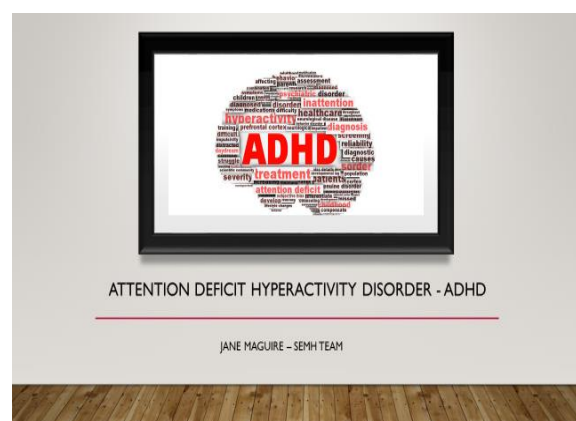
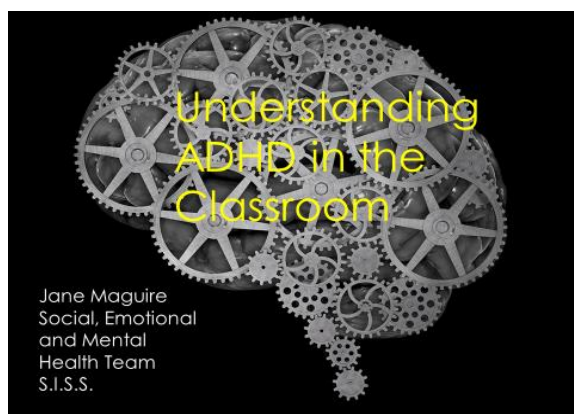
Each of the sessions with the children followed the Relax Kids 7 Steps: Move, Play, Stretch, Feel (Massage), Breathe, Believe and Relax and taught the children about their brains, emotions, how to manage emotions and improve their self-esteem.



Social, Emotional and Mental Health

This year we purchased a package of hours from the Social, Emotional and Mental Health Team and this guaranteed specialist support from Jane Maguire. At the centre of the SEMH team is their aim of improving pupil's access to the curriculum and enhancing their emotional well-being, resilience and mental health.

At St John the Baptist School, we have observed an increase in the number of children receiving a diagnosis of ADHD. During the Autumn term, Jane Maguire delivered a workshop 'Understanding ADHD in the Classroom' to our parents & carers. Our school staff also participated in training to enhance their knowledge and understanding of ADHD to ensure that our pupils receive the correct support.



Our inclusion team continually reflect upon and improve our school provision for our vulnerable pupils. Our pupils have received intervention support to develop their self-esteem and emotional wellbeing. Mindfulness, Drawing and Talking, Relationship Based Play Therapy and Gardening are some of the interventions we use to support pupils at St John the Baptist School.

Mental Health Support

During our collective worship, we explored the emotion of loneliness and the importance of relationships. Faith and spirituality are an important protective factor and we supported pupils to take comfort in their faith, understanding that we always have someone to talk to and God is always listening and there to support.



During World Mental Health Day and Mental Health Awareness Week, pupils, parents and carers were signposted to tips for looking after mental health. Making sure that we look after our mental health is just as important as looking after our physical health. We shared suggestions that everyone can try, to help manage stress and to look after our mind.

Mental Health Support Teams are designed to help meet the mental health needs of children and young people in education settings. The MHST's consist of senior clinicians and Education Mental Health Practitioners (EMHPs) and they deliver early interventions for mild to moderate mental health difficulties such as anxiety and low mood. This year, an Education Mental Health Practitioner has supported pupils and parents at St John the Baptist School, delivering evidence-based interventions to support pupil anxiety, worries and sleep management.

Speech and Language Support

Speech and language difficulties have a significant impact on children's learning, confidence and most importantly their self-esteem. On entry to nursery a high percentage of children are working below age related expectations for expressive and receptive language. Speech and language is therefore one of our key priorities as a school and so this year we extended our current Wellcomm package to support KS 2 pupils. The FKS Lead teacher (Mrs L Dolphin) and an experienced LSA (Ms Z Cherry) screen children and coordinate direct pupil intervention as required. During 2021/22, we have also been very fortunate to receive support from an Inclusive Support Practitioner and Specialist Teacher from the SISS Speech Language and Communication Difficulties Team. These practitioners have worked with pupils, staff and parents/carers sharing strategies and reviewing pupil progress.



Sounds-Write

Sounds-Write is a quality first phonics programme used at our school. Staff have completed training sessions throughout the year and additional reading material purchased.

Also, one-to-one targeted support for phonics has been expertly delivered with fidelity to the structure of the sounds-write programme allowing time for overlearning, modelled practice, quickly addressing errors and tight scaffolding; all of which follow the guidance from the Rose Review of the approaches that work for children with specific learning difficulties in literacy.

Tuition

Ms Crichton supports pupils in school to improve their attainment in English and Maths. The pupils respond very well during 1:1 tutor sessions and they transfer skills taught during these sessions to their independent work in the classroom.



Special Educational Needs Teaching Advice and Assessment (SENTAA)

This year we purchased a package of hours from SENTAA Ltd and this guaranteed consistent specialist support from Julie Showell. SENTAA delivers high quality assessment, intervention and advice for schools to enable children with SEND to make the best possible progress. Julie Showell has developed a good relationship with many of our pupils and parents/carers and she has provided appropriate support tailored to our school's particular requirements.



Nessy Learning Online

We renewed our subscription to the Nessy Learning Programme, an interactive multi-media computer resource that enables pupils to read, write and spell with confidence. The programme also provides strategies, rules and learning games to support pupils with dyslexia. Many children accessed their personal accounts to support their progress during home learning activities.



Music

Solihull Music Education Hub has worked in partnership with St John's to ensure our children have accessed a high quality inclusive music education this year. Lessons were designed to be fun and inclusive providing pupils with the opportunity to learn about music through singing and playing together as an ensemble.

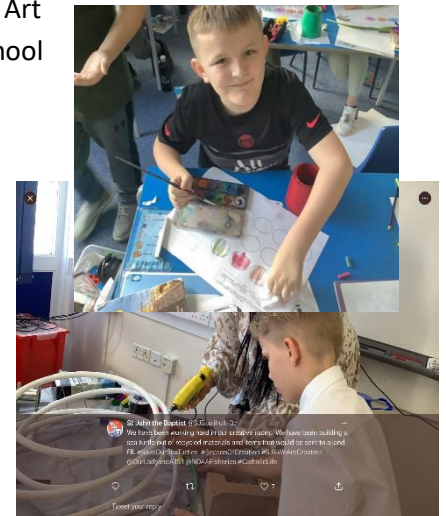
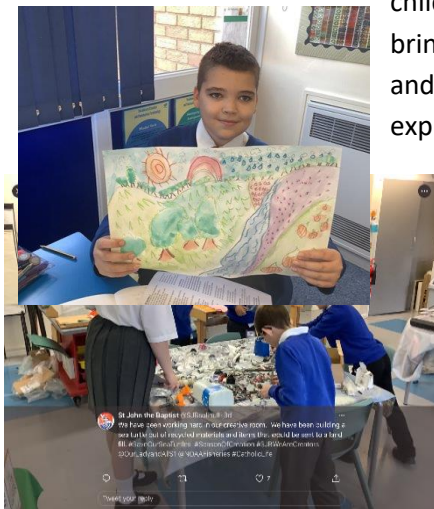
Solihull Music Education Hub has also worked in partnership with the West Midlands Virtual Schools to create a high-quality music offer which some of our children in care (or have been previously in care) accessed this year.



Art and Design

Every child's development is unique. This year, we have captured these moments and celebrated each step. We have created a happy, safe, secure and inclusive environment.

We have encouraged the children to become confident and independent in their learning. At our school, we are all artists and through the many opportunities that we have offered, we feel that the children have enjoyed their progression. Art brings happiness and inclusion to our school and allows the children the freedom to express themselves.



Inclusive Sport

Many of our children have had the opportunity to participate in additional sports lessons with Energise Sports. The children have thoroughly enjoyed exploring a range of inclusive sports such as rowing, archery and tennis. This year, our children have been successful when competing in inclusive sports across the Solihull borough, representing St John the Baptist School very well indeed.



Looked After Children / Children in Care/Previously Looked After/Adopted

We endeavour to provide positive experiences and offer stability, safety, and individual care and attention, for looked after children (LAC) and children previously looked after (PLA). With this in mind, we encourage pupils to reach their potential and to make good progress in relation to their social and emotional development. All LAC have a care plan; PEPs are an integral part of this care plan. The PEP is an evolving record of what needs to happen for a pupil to enable them to make the expected progress and fulfil their potential. We support pupil emotional wellbeing, progress and attainment using a range of strategies including tutoring, drawing & talking, relationship based play therapy and extra-curricular and enrichment activities.

English as an Additional Language

An EAL learner is defined as any pupil who does not have English as their first language and so this includes UK born bilinguals who were not exposed to English until they started school. Pupils are carefully tracked and set appropriate targets to ensure they are not wrongly identified as underachieving. We are very lucky at St John's to have pupils whose first language is Hindi, Polish, Cantonese and French.

SEND Review

In May 2022, our school liaised with Kate Browning (Independent SEND Consultant commissioned by the MAC) to complete a SEND Review. The SEND review activities undertaken included a Learning Walk, Intervention visits, meeting with Teaching Assistants, Subject Leaders, Pupils, questionnaires from parents, teachers and subject leaders and phone calls with parents.

The SEND consultant was extremely complimentary about St John the Baptist Primary School and the following quotes from her report celebrate our Inclusive Practice.

A strong culture and ethos of wanting to do the very best to support the holistic development of children with SEND

Calm school environment with clear routines and strong, affirming relationships between staff and children

Early identification of need/possible SEND through a strong and cohesive Inclusion Team

Inclusion Summary Report 2021-2022 – Mrs S Drust