



**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**

### **2020-2021**

St John the Baptist Catholic Primary School is active in promoting an inclusive positive environment by ensuring equal opportunities for all pupils to develop socially, to learn and to enjoy school life. We believe that educational inclusion is about celebrating individual needs, talents and personal qualities.

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.

Our school continually looks for ways to improve inclusion and accessibility and works closely with the following groups of learners and their families:

- 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



### **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 the Early Years, a high percentage of children are working below age related expectations for expressive and receptive language.

Speech and language is one of our key priorities as a school and this year we used a programme recommended by the Department for Education to support our pupils in the Early Years. The Nuffield Early Language Intervention (NELI) is a language support programme designed to improve children's vocabulary, listening and narrative skills.

Ms Cherry completed the NELI training course and this enhanced her understanding of children's language development and enabled her to successfully screen and deliver intervention to the Reception pupils. Mrs Dolphin continued to use Wellcomm to screen and coordinate intervention for the Nursery pupils.

During 2020/21, we have also been very fortunate to receive support from Marcia Homer and Joanna Rowlands from the Speech Language and Communication Difficulties Team (Solihull Inclusion Support Service). These specialist practitioners have worked with our pupils, parents/carers and staff sharing strategies and reviewing pupil progress.



### Tuition & Catch Up Intervention

This year, Mrs Richmond and Miss Crichton provided 1:1 Tuition and Catch-Up intervention to improve pupil attainment in English and Maths. The pupils responded very well during sessions and successfully transferred acquired skills to their independent work in the classroom.



### 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.



### 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.



### Social, Emotional and Mental Health

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

Our school purchased a package of hours from the Social, Emotional and Mental Health Team and this guaranteed specialist support from Helen Worrall. 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. Our school also accessed support from the SEMH Recovery Team, this enables pupils to return to education following the impact from Covid.



**Sr Ann O'Sullivan**

### Play Therapy

This year a few of our children received specialised therapeutic support from Ann O'Sullivan (Independent Play Therapist). The pupils engaged in weekly sessions with the play therapist and this successfully supported their emotional wellbeing.

## Mental Health Support Team

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, Melissa Ray, an Education Mental Health Practitioner supported pupils at St John the Baptist School, delivering evidence-based interventions to support pupil anxiety, worries and sleep management. During Mental Health Awareness Week (10th-16th May 2021), parents and carers were signposted to self-help therapies, specifically designed to support people who are living with stress, panic attacks, anger, negative thinking, worry and social anxiety.



## Autism

We have three Autism leads (Mrs S Drust, Mrs E Blundell, Mrs J Banks) at St John's and they have all completed the Tier 3 AET training using their knowledge to support pupils in school. The AET leads use their skills to complete pupil observations and to inform pupil referrals to external agencies.



### The Big A

Following pupil diagnosis, the AET lead practitioners work with the pupil and parent/carer to deepen knowledge and understanding of Autism.

## Able, Gifted and Talented

We like to challenge our AGT pupils and provide opportunities to enable them to show us what they can do. Teachers support pupils to develop their creative writing skills, we celebrate excellent work in our school newsletter every week. Sports funding has also enabled our sports coach to provide additional sessions for pupils gifted in PE.



### Inclusive Sport

Our school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. Schemes of work and policies for the curriculum are in place and differentiated to include appropriate learning outcomes for pupils. Physical education lessons are adapted, wherever possible, to allow pupils with disabilities to participate in lessons. The children have opportunities to participate in additional sports lessons with Coach Steve and they enjoy exploring a range of inclusive sports such as bocchia, rowing, archery and tennis.



### 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. The Solihull EAL service works with schools and families to help children using English as an Additional Language to acquire English. The service helps international new arrivals to integrate into school and to access the curriculum. In school, pupils are carefully tracked and set appropriate targets to ensure that they are not incorrectly identified as underachieving. We are very lucky at St John's to have pupils whose first language is Hindi, Polish and Cantonese.

### 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 (PLAC). 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, play therapy, drawing & talking, relationship based play therapy and extra-curricular and enrichment activities. Previously we arranged coffee afternoons as an opportunity for our parents/carers/grandparents to meet and chat to share ideas, tips, friendly advice and support to each other. This was very successful and we aimed to provide similar opportunities every term. However, due to Covid restrictions, we were unable to meet as planned and therefore we designed a newsletter to keep in touch with everyone.

**St John the Baptist Parent and  
Carer Group**

Hello everyone!

We have been thinking back to the coffee afternoon that we had together in school prior to the Covid lockdown to discuss how we at school, along with Helen Worrall (SEMH Teacher), can support you all in the fabulous roles that you all do as Adopted Parents and Carers.

When we had that meeting, our hope was to meet once per term to offer you a chance to chat and share experiences, concerns and celebrations and also to offer you information that may be supportive to you and your children. However, Covid and the restrictions that it has brought to us all means that we are no longer able to meet together in person.

We didn't want you all to feel forgotten so we have decided to create this special newsletter with you all in mind. When we met, you all made a list of topics that you felt you would like some information and training on—so in this newsletter we would like to choose just one of them—Attachment Difficulties.

We hope that you find it interesting and supportive,

With Kindest Regards

Mrs S Drust & Mrs H Worrall

How can we support children with Attachment Difficulties?

**Relationship is Key**

One of the most important things that we can do for children with insecure attachments is to gradually and constantly enable them to develop a secure and trusting relationship with us so that we can become one of their secure bases.

One of the most powerful ways in which we can do this is via playful activity with the child - no matter what their age.

**Inclusion Summary Report**

**Mrs S Drust**

**July 2021**

