



INCLUSION AT JOHN WOOD SCHOOL AND NURSERY

Creating Bright Futures

John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Inclusion - Introduction



Hello, my name is Syma Parvez; most parents and children call me Ms Parvez.

I am a trained primary school teacher and have also worked as an advisory teacher and EAL consultant for the local authority. I am also a mother of two young children and I speak Urdu, Hindi, Punjabi and English.

I am proud to be leading SEND at John Wood School and Nursery as the SENCo here. In my role, I oversee the strategic development of SEN (special educational needs) policy and provision. I ensure that all pupils with SEN feel supported and reach their full educational potential.

The school has expanded a great deal in the last three years and we have developed our provision for a diverse range of SEND needs over that time. I feel proud to be at the heart of this transformative journey and expanding our fantastic SEND provision for all our learners.

If you feel your child might have additional needs and would like to have a discussion with myself, please contact the school office at: office@johnwoodschool.com. If your child is starting school for the first time, I recommend [reading this document](#). Children starting school for the first time can be a challenging time for both pupils and parents and you, as their primary carer, can do lots to support and prepare them for this big transition.

Lastly, I take great pride in introducing you to the SEND provision at our school in this parent guide and welcome you, very warmly, to our school!



Ms Parvez
SENCo – BA (Hons), MA (Education, Languages & Ethnicity)

John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Governance

Name: Roy Wilson

Governor Role: I am a [parent governor](#) at John Wood School responsible for oversight of SEND and EAL provision.

Link Role: I work closely with the SENCO Ms Parvez, and have at least termly (more recently twice a term) visits to the school to observe the provision of SEND and EAL support.

As part of my visits I ask questions about the strategy the school has for SEND and EAL and get to visit classrooms with the SENCO and see how the provision works in practice. I have spoken to and observed members of support staff, classroom assistants, teachers, play therapy staff and seen how they work with children to make an inclusive environment, which can cater to the needs of the pupils.

It is really interesting seeing how students with SEND needs are integrated into the classrooms and school generally. Visits tend to be a mixture of these walk around tours and also sit-down conversations with the SENCO on the challenges and successes that the school has in catering for the diverse SEND and EAL needs. This year I would like to keep up these twice termly visits, and also plan to visit another school in the academy trust to see how their staff work with SEND and EAL in their schools.

I also engage with the online training on SEND and Governor training at the Governor Hub website and it is also my role to keep up with all the policy changes at the school on a weekly/monthly basis.



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Research into best practice

In 2020, The Education Endowment Fund (EEF) published research into supporting pupils with Special Educational Needs and Disabilities (SEND) in a mainstream school. Their five recommendations are what help guide our inclusive practice at John Wood School and Nursery.

Create a positive and supportive environment for all pupils, without exception



An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.

Build an ongoing, holistic understanding of your pupils and their needs



Schools should aim to understand pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.

Ensure all pupils have access to high quality teaching



Good teaching for pupils with SEND, is good teaching for all.

Complement high quality teaching with carefully selected small-group and one-to-one interventions



Small-group and one-to-one interventions can be powerful tools, and some pupils will require high quality, structured, targeted interventions to make progress.

Work effectively with teaching assistants



Effective deployment of TAs is critical to ensure they have a positive impact on pupils with SEND. They supplement, not replace, teaching from the classroom teacher.

John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Play Therapy – Words First

What is play therapy and how does it work?

Play therapy is a form of counselling or psychotherapy in which play is used as a means of communication with children. We, as therapists, create a safe and therapeutic environment in which children can express themselves freely, explore their feelings, and work through emotional, behavioural, or developmental issues. We use various play materials such as toys, games, puppets, art supplies, and sand to facilitate children's expression and exploration. We also use play to build a trusting relationship with children and help them develop new skills or coping strategies.

What issues can Play Therapy address?

Play therapy can address a wide range of challenges, including but not limited to anxiety, depression, trauma, grief, behavioural problems, relationship issues, self-esteem, and developmental challenges. Play therapy can also be used to support children who are going through life transitions such as divorce, relocation, or adjustment to a new school or environment.

How can Play Therapy help?

Children's primary form of communication is play as they may not always have the vocabulary to express how they are feeling. Play therapy gives children the opportunity to play out how they feel and what they are dealing with. The responses from us during a session are aimed at facilitating the development of specific skills in children such as increasing empathy, developing appropriate expressions of feelings, learning boundaries, and learning to regulate behaviours and feelings. We also work closely with parents to help develop a deeper understanding of their children's needs while helping develop skills and implement strategies to respond to their children in appropriate ways.



Our Play Therapist, from [Words First](#), is Emma Roscher.

She works with our pupils every Thursday in our Nurture Room.

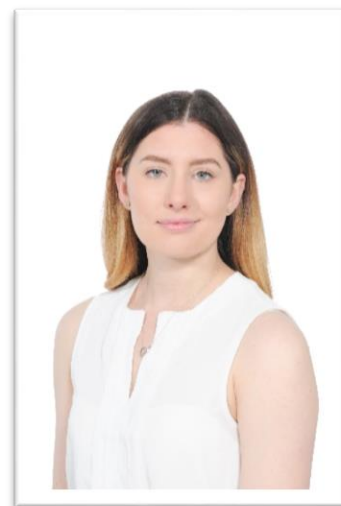
Speech and Language – Love to Communicate



We have three skilled Teaching Assistants, who have been trained in Speech and Language Therapy, by one of the leading organisations in this sector: [Love to Communicate](#).

These staff members carry out speech and language interventions in EYFS, KS1 and KS2 throughout the week with pupils with varying levels of need.

Love to Communicate offer assessment, therapy and support to children and young people from 2 to 25 years across Croydon. They work with our school to carry out assessments of pupils, who may be identified as benefitting from speech and language therapy, and help provide supporting evidence when applying for an E.H.C.P (Education and Health Care Plan).



Miss Walker



Mrs Merino Perez



Miss Dunbar

Mental Health Support Team (MHST) with Croydon Drop In



Alex Roche



Audrey Adeyemi



We work with the [MHST \(Mental Health Support Team\)](#) at Croydon Drop In.

Schools provide an important role in supporting the wellbeing of children and young people at a time when there are lots of physical, emotional and social changes. The Mental Health Support Team (MHST) work within schools to provide an additional source of support to young people, their families and the schools they go to.

The Mental Health Support Team aims to support young people and their parent/carers with their emotional wellbeing, including areas such as anxiety, low mood, friendships, relationships and conduct concerns.

Support takes place within the school setting, where individuals and groups can receive support through either an Emotional Wellbeing Practitioner or Counsellor.

Our school councillors and Emotional Health Practitioners are Alex Roche and Audrey Adeyemi.

TALK TO US



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Outreach Programmes – working in partnership with specialist schools



BENSHAM MANOR School

We work with a number of specialist provisions from across the borough. Their outreach work varies, but many of the schools come to visit pupils at John Wood School and Nursery to assess and observe pupils in class and suggest ways in which we can support their needs in a mainstream setting.

They also offer opportunities for staff training, both at an individual level (often with 121 support assistants) as well as whole staff training around a certain type of need, such as ASD or ADHD. Most of our teaching staff and all of our SLT have also visited Chaffinch Brook, to learn from best practice.

Over the last few years we have worked with Bensham Manor, Chaffinch Brook, Bramley Bank and Red Gates School.



chaffinch brook

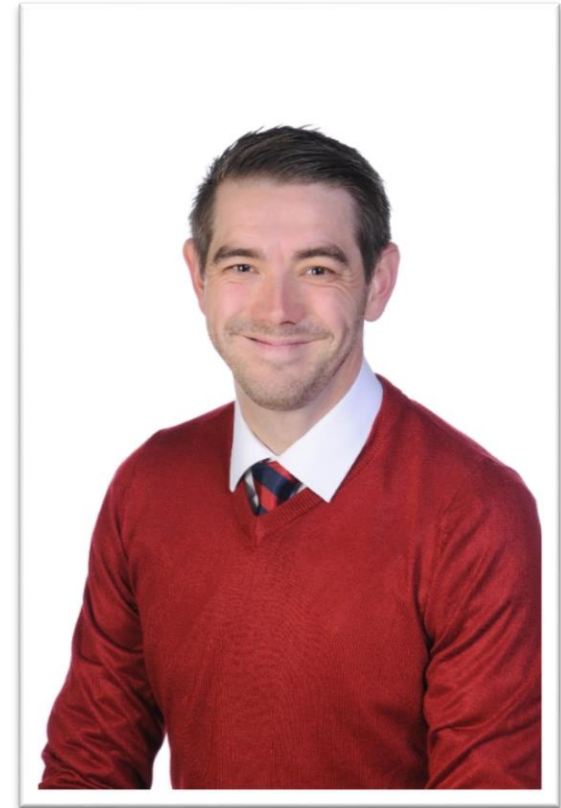


John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ELSA

We have a trained ELSA (Emotional Literacy Support Assistant), who helps us to support our emotionally vulnerable pupils. They are trained to develop and deliver targeted Emotional Literacy and Wellbeing interventions in school. The ELSA training encompasses:

- Raising Emotional Literacy
- Emotional Literacy in Schools
- Building Resilience – Security and Affiliation
- Building Resilience – Selfhood, Competence & Mission
- Emotional Regulation
- Social and Friendship Skills
- Loss, Bereavement and Family Break-Up
- Therapeutic Stories and Social Stories
- Active Listening and Reflective Conversation
- Using puppets in ELSA work



Mr Ruby is our trained ELSA

John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Sensory Room

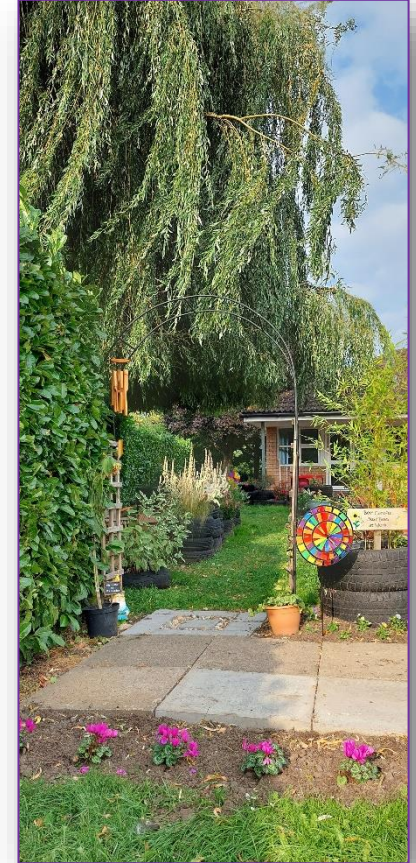
We are very lucky to have a large, well-equipped sensory room at John Wood School and Nursery. A sensory room is a designated area within a school, which can support a child's sensory preferences and needs. Our sensory room aims to provide our pupils with the individualised sensory input they need to self-regulate, so they can be better prepared for learning and interacting with others. Our sensory room addresses the primary senses; sight, hearing, smell, touch, vestibular and proprioceptive.



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Solar Dome & Sensory Garden

In addition to our Sensory Room, we also have a small sensory garden as well as a Solar Dome greenhouse. These areas provide opportunities for us to further support children's needs. Children with SEMH (Social, Emotional, Mental Health) needs use these areas to help them to regulate their emotions, so that they can better engage with their learning in the classroom.



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Forest School

We are very lucky that we have a large Forest School area next to our field, that pupils in all classes have an opportunity to experience.

Forest School is a unique form of outdoor learning, with a play-based, child-led ethos that offers children regular opportunities to succeed and develop as people, through practical learning and hands-on activities in a natural setting.

The children are allowed to take risks and explore, within a safe outdoor space and support from our trained Forest School practitioner – Mr Ruby. Sessions are designed to stimulate each child's imagination, creativity and desire to explore through activities involving natural materials such as green woodwork, shelter-building and natural art.



Each learner gets something different out of Forest School; it can improve confidence, behaviour, physical and social skills, emotional wellbeing, language and communication, concentration, knowledge and understanding of the world.

Children with additional needs tend to respond well because of the multi-sensory and enabling environment of Forest School, where children can explore and take supported risks. Particular benefits include gaining more independence, reducing anxiety and creating a sense of belonging.

John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Nurture Room and Guinea Pigs

We are lucky to be getting two guinea pigs, who will be new to John Wood School this year. They will live in our Nurture Room, in a palatial two-story house and go home with staff members every weekend to be looked after.

Several interesting studies of children with autism spectrum disorders have shown that when the kids play with guinea pigs in the classroom, they are more enthusiastic about attending school, show more interactive social behaviour with other children, and display less anxiety.

Children in the most recent study wore wristbands that measured arousal levels in the skin. When children without autism played with guinea pigs, they registered high levels of arousal and reported being happy. Autistic children also reported feeling happy playing with guinea pigs, but their arousal levels decreased, suggesting that they felt calmer and less anxious.



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Zones of Regulation

The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control. Children in all classes are taught about the Zones, how to recognise their emotions and what 'Zone' they are in, as well as being taught strategies to help them to regulate their emotions. These strategies are supportive of all pupils, and especially so of those with SEMH needs.



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Inclusive Classroom Environment

In classrooms, we have various resources to help support children's self-regulation and wellbeing. Our display boards are backed in hessian to help create a neutral, calming environment.

We have sand timers, visual timetables, fidget toys, wobble cushions, ear defenders, pop-up tents and many more items for pupils who need these resources. All classrooms have a Worry Monster, or Worry Box, to encourage all pupils to voice any concerns they have and help support their mental health and wellbeing.



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

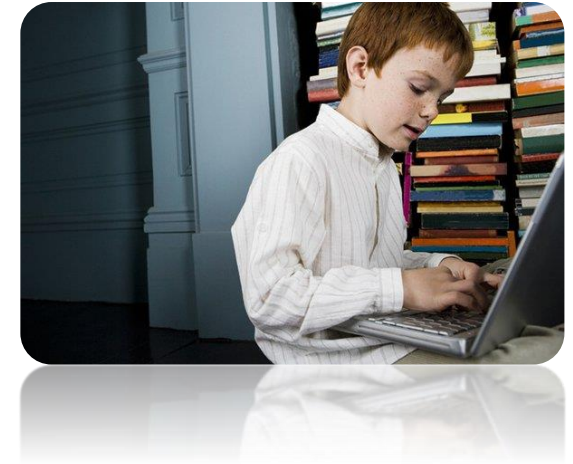
Visual Impairment Service



Our visually impaired pupils receive specialist support from The Sensory Support Service support and advise on how children and young people with a vision impairment can best access their learning. This can be done through intervention visits, staff training, support with resourcing and assistive technology. Children and young people may also receive support for any independence and mobility needs associated with their vision impairment.

Relevant adaptations are made to the classroom environment as well as to resources for our visually impaired pupils. At breaktime and lunchtime, all staff members wear high-vis jackets, so that they are easily recognisable, even from a distance.

Click here for more information: [Croydon Sensory Support Service \(CSSS\) | Croydon Local Offer](#)



PECS (Picture Exchange Communication Symbols) & Widgit

The Picture Exchange Communication System, or PECS, allows children with little or no communication abilities to communicate using pictures. Pupils using PECS are taught to approach the adult and give them a picture of a desired item in exchange for that item. By doing so, the child is able to initiate communication. A child with autism can use PECS to communicate a request, a thought, or anything that can reasonably be displayed or symbolized on a picture card.

To support pupils with ASD, we use Widgit online to create social stories. A social story is a narrative made to illustrate certain situations and problems and how children can deal with them. They help pupils with autism understand social norms and learn how to communicate with others appropriately.

Social stories are essential because they can significantly improve the way children with autism relate to others. They help them learn what to do (and what not to do) when faced with unfamiliar life situations.

They support kids with autism by:

- Teaching social norms
- Improving social skills
- Learning to empathise and have compassion with others
- Reducing anxiety



Mental Health Champions



This year, we have launched our [Mental Health Champion Programme with One Goal](#). This programme teaches children the essential knowledge and skills they need to support their own and their peers' mental health.



It provides staff with online resources to better support our pupils' mental health and well-being as well as empowering children to take a more proactive approach to managing their own mental health. This programme help support the SEMH needs of all pupils across the school including those with additional needs. Our KS2 Mental Health Champions are 'on duty' in all of our playgrounds at lunchtime to help support their peers.



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Interventions - Attention Autism (Bucket Time) and Colourful Semantics

Attention Autism is an intervention approach, which aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking.

Attention skills are an integral part of how we connect with people, the world around us and how we learn. These early skills can be particularly difficult for children with Autism. If we make our interactions irresistible by using activities that are worthy of the child's attention, they will be more likely to join in and engage.



Colourful semantics is an approach aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics).

Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

The approach helps children to organise their sentences into key levels. The approach is used in stages and helps children develop language and vocabulary in addition to grammatical structure. It can be used to help children who are starting to develop language and have limited vocabulary to confident talkers who struggle to organise the grammatical content of their sentences.

First Aid Room

We have a dedicated First Aid room, to cater for the medical and therapy needs of children. The room provides a private, secure area for the medical examination and treatment of pupils as well as the short-term care of sick and injured pupils. We also have a defibrillator in the room. It is situated near to the main reception, which makes it easy for parents to pick up their sick child or for emergency medical vehicles to gain access. Where office staff are operating as first aiders or appointed persons, they are also well placed to attend a sick child and to handle phone calls and messages.

All staff have training in emergency paediatric first aid and for pupils with complex medical needs, staff have further, relevant training to help support the individual child's needs.



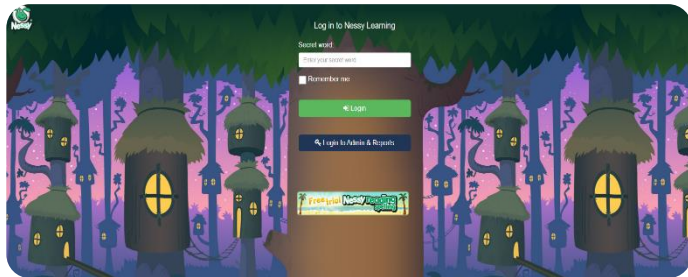
John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Nessy



At John Wood School and Nursery, we use Nessy to support some pupils who have dyslexia and other difficulties around reading and writing. It goes beyond teaching phonics, and instead focuses on all the components of reading such as:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Parent Engagement



John Wood School & Nursery SEN Children Parent Survey 2023

Dear parents/carers

Many thanks for taking the time to complete this questionnaire and help us continue working towards a strong parent/carer and school partnership. Your opinions and views are valued and help us improve our SEN department.

Ms Parvez
SENCo

My child is in: *

☐ Nursery

☐ Reception

☐ Year 1

☐ Year 2

☐ Year 3

☐ Year 4

Throughout the year, we hold a number of coffee mornings to help support parents of children with SEND. This is an opportunity to learn more about a particular special need and build the relationship with Ms Parvez, our SENCo.

We also ask for feedback from parents on a regular basis through Google Forms, and use this feedback to ensure that we are improving our SEN provision and communicating regularly with all parents.

Teachers hold ISP (Individual Support Plan) meetings every term with children who are on the SEN register, so they're kept up-to-date with their child's progress towards their targets and understand how their child is supported in the classroom.



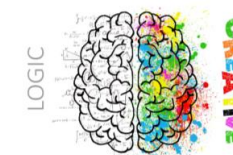
SEN and Safeguarding Coffee Mornings

We would like to invite all parents and guardians to our SEN and Safeguarding coffee mornings, starting this week on Thursday 18th January.

**The meeting will be held in the KS1 Hall from 9.15am to 10.15am.
Enter via the main office.**

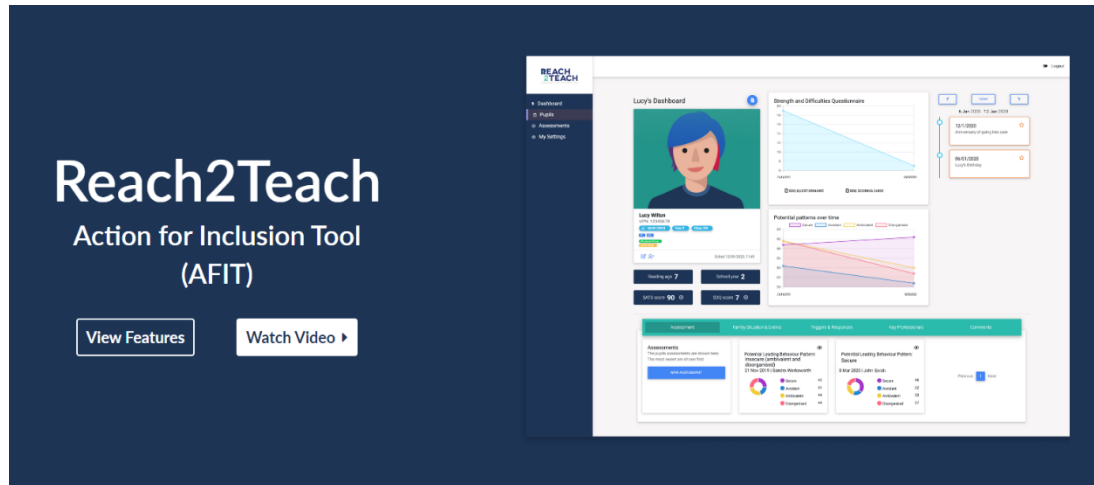
Our coffee mornings will be held every few weeks, where we will be talking about what the school is doing with SEN help, class room interventions, safeguarding, amongst other topics.

This week, Mr Ruby will be talking about ELSA and emotional literacy. He will be providing information about how we support children's emotional understanding and growth and strategies for dealing with emotions and behaviour.



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Reach2Teach: Action for Inclusion Tool (AFIT)



To help support some of our vulnerable pupils, we use the Reach 2 Teach intervention tool that promotes the inclusion of every child in a mainstream school: a tool that is evidence-based and founded on attachment and trauma-informed understanding of the needs underlying behaviour.

We use this online pupil profile platform, which contains all the relevant information on a pupil struggling to settle to learn for whatever reason, including strategies that are being deployed to support that pupil.

Staff have been trained on attachment theory by staff at Reach 2 Teach, and work alongside our inclusion team to use this tool to help understand and support vulnerable pupils.

John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Parent Voice

Ms Parvez has helped myself and my son greatly. She's provided us with an enormous amount of guidance and I'll always remain thankful for her hard work, generosity and kindness. Upon her arrival, she did everything she could to help us. She's done great work for the school and the students, she works efficiently and is always committed to listening to our problems and provide help whenever it's needed. I wish her for all the best, she's a genuine person with a welcoming heart towards herself, the students and the school. Massive thank you, Ms Parvez.



We have an outstanding 1:1 for my daughter and a strong plan. The school have been excellent in supporting my child to be included and her educational progress and happiness is evident.

The SENCo has been very supportive, providing relevant information at regular intervals.

The SENCO has been so supportive and helpful in signposting us to agencies, external help and reports for our child when we arrived. At every junction there were challenges and the staff at John Wood helped us at every stage from building good communication with external agencies and getting the support for our child promptly. Our child is well supported at school and has been offered a place in a secondary school of our choice due to the support and mentoring we have had from John Wood and the good links they have with the local authority.

JWSN have a child-centred approach. They are inclusive of all children, even those who present with acute needs. They have been more inclusive than ever before. The termly ISP reviews have been great as parents feel updated about how their SEND child is progressing rather than a rushed 10-minute parent evening slot. Other SEND parents feel very happy about this too.

Pupil Voice

Ms Andrade helps me a lot. I don't speak English but lots of children here speak my language.

*Pupil with EAL, new to the school
(translated)*

Ms Bidoli helps me as she breaks the questions down and explains things to me – this makes it easier to understand. I do social skills groups with her and art work, and I'm really good at art. She's helped me with pen control too, as sometimes it's hard to get a good grip on a pencil.

KS2 pupil

Adults around me help me all day. Writing on a whiteboard helps me and my headphones help to take the noise away. My special forks and knives help me eat my food easily.

KS2 pupil

I have enjoyed my sessions with Alex because he is very kind to me. I also feel happy that I get to talk to other staff to make me feel more confident. I like how my class is very encouraging towards me and I like to connect with my friends through various activities.

KS2 pupil – MHST counselling

Lucy comes in, as part of the children's VI team, to help me. She checks my books to make sure it's enlarged correctly. She also takes chapter books for me and makes them larger. I have a tablet in class, and it reflects what is on the board, so it means I don't have to strain my eyes. My touch typing teacher, called Jenny, is teaching me how to get better at touch-typing, as this helps me to write quicker.

KS2 pupil

I like how Alex has taught me to express my feelings and share what I did the previous day. I like how he asks me how I am and what I've been doing. He makes me feel happy.

KS2 pupil – MHST counselling



Further Reading

SEND Code of Practice (2015)

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

EEF (2021) Special Educational Needs in Mainstream Schools.

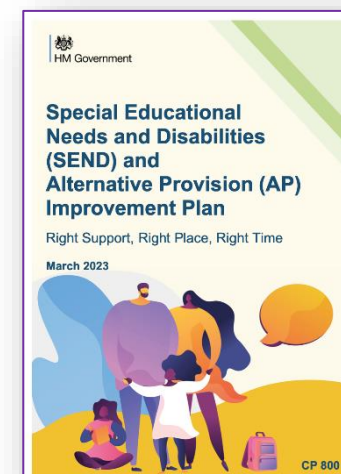
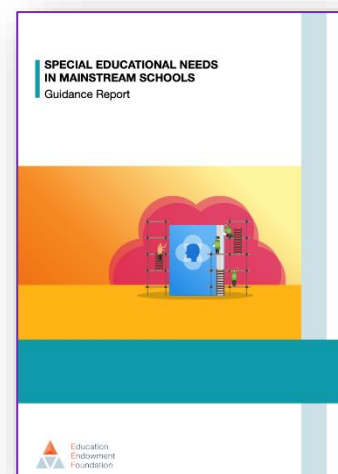
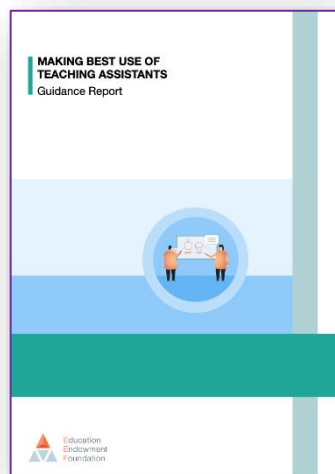
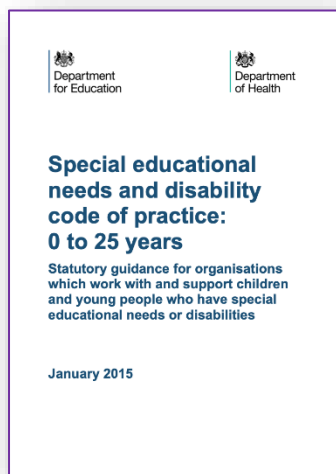
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

EEF (2018) Making Best Use of Teaching Assistants.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>

MH Government (2023) Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan. Right Support, Right Place, Right Time.

https://assets.publishing.service.gov.uk/media/63ff39d28fa8f527fb67cb06/SEND_and_alternative_provision_improvement_plan.pdf



John Wood School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.