



Policy:	SEND Policy
Approved:	September 2024
To be reviewed:	September 2025



ST JOHN'S CHURCH OF ENGLAND (Aided) PRIMARY SCHOOL

Policy for Special Educational Needs and Disability (SEND)

Introduction

The expertise of our teachers and the regular monitoring of children's progress enables any special needs to be identified. This may be because a child is experiencing a problem that is making it difficult for him or her to make good progress, or because he or she has particular abilities that need to be stretched to a higher level. At St. John's we are committed to identifying these needs at an early stage in a child's life and agreeing with parents the best course of action.

This Policy indicates how our school identifies and provides for these children within the existing school environment and in accordance with the recommendations laid down in the DfE's current Code of Practice.

SEND Coordinator: Mrs Angela Wynn (Acting Deputy Headteacher)
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Compliance:

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (DfE and DoH, September 2014) and has been written with reference to the latest guidance and documents, as follows:

- Equality Act 2010
- Schools SEND Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions
- The National Curriculum in England Key Stage 1 and 2 frameworks
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy was created by the SEND Coordinator and approved by school governors.

The policy should be read in conjunction with the SEND Information report.

Section 2

Aims (long term goals):

- to raise the aspirations and expectations for all pupils with SEND
- to provide high quality opportunities for all pupils and support them to strive to achieve their full potential
- to provide appropriate support for all pupils with Special Educational & Disability Needs
- to provide a safe, secure and inspirational working environment
- to build good relationships between the school and the community
- to create an environment where parents and families feel that they can play a valuable part in their child's education
- to enable all pupils to partake in a broad and balanced curriculum which embraces the National Curriculum and wider aspects of school life
- to offer opportunities for moral and spiritual development
- to make successful transitions between phases of education

Objectives:

- **To ensure pupils with SEND are identified, assessed and provided for.** *Assessments will be gathered from teachers; parents; education, health and care services including early years settings, to gain an accurate, holistic picture of a child's needs.*
- **To have high expectations for pupils with Special Educational Needs and to ensure they make progress in line with their peers.**
- **To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs.** *All pupils have*

access to high quality classroom teaching. Further to this, appropriate 'additional to and different from' provision is made to overcome any barriers to learning to enable pupils to access every area of the National Curriculum. Personalised plans are produced by the class teacher tailored to individual requirements.

- **To ensure continuous monitoring of all pupils and those with SEND informs teachers in setting specific, measurable, achievable, realistic and timely targets.**
- **To work within the guidance provided in the SEND Code of Practice 2014.**
- **To provide support and advice for all staff working with pupils identified as having Special Educational Needs pupils**

Section 3

Identifying Special Educational & Disability Needs

Under the Special Educational Needs and Disability Code of Practice, there are four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

While the four areas of need broadly identify aspects of primary areas of need for children and young people, at St John's CE Primary School we identify the needs of pupils by considering the needs of the whole child.

*There are other factors that may impact on progress and attainment that are **NOT SEND:***

- *Disability (the Code of Practice outlines "reasonable adjustment" duty for all settings and schools provided under current Disability Equality Legislation. These alone do not constitute SEN).*
- *attendance and punctuality*
- *Health and Welfare*
- *English as an Additional Language*
- *a pupil in receipt of the Pupil Premium Grant*
- *a looked after child*
- *a child of a serviceman/woman*

Class teachers, supported by the senior leadership team make regular assessments of progress for all pupils. The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. These assessments seek to identify pupils making less than expected progress given their age and individual circumstances. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid the child's access to it and provide detailed and accurate indicators for the child's next steps in learning.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Early identification is vital. The class teacher, in consultation with the SENCo, informs the parents at the earliest opportunity to make them aware and enlist their active help and participation. The SENCo works closely with teachers and parents to plan an appropriate programme of intervention and support



Section 4

A Graduated Approach to SEND Support

The Code of Practice outlines a graduated response to pupils' needs, recognising that ongoing needs are matched with continuous support. This SEND support takes the form of a four part cycle: Assess, Plan, Do, Review.

Support for all pupils starts in the classroom with 'quality first teaching', differentiated for individual children. Teachers are responsible and accountable for the progress and development of all pupils in their class.

We regularly and carefully review the quality of teaching of all pupils, including those at risk of underachievement. If a pupil is not making progress in line with their peers, despite access to quality first teaching, the class teacher and SENCo, in collaboration with the child's parents, start to make specific assessments to identify if there is a special educational need.

Assess

We assess pupils in a variety of ways and using various standard assessment tools and information:

- Contact with Pre-Schools may result in liaison meetings in the summer term prior to entry in Year R.
- Children are assessed on entry to the school. All children are screened on the Language Link assessment programme.
- Mid-year admission pupils are assessed quickly to ascertain their skills, needs and any areas of development, in collaboration with interpreting transferred information from the previous school.
- Regular teacher assessment can identify pupils who have not made adequate progress. Evidence of underachievement is passed to the SENCo in the form of assessment details, a Learning Concern Form and annotated work. Outside agencies may be drawn upon at this point. The child is added to the SEND register and will be given an IEP (Individual Education Plan).

Plan

Where it is decided to provide a pupil with SEND support, parents are formally notified in line with Code of Practice regulations. In consultation with the

parent and the pupil, the teacher and the SENCo identify and agree support and intervention, share outcomes and review dates.

Do

The class teacher remains responsible for delivering quality first teaching on a daily basis as well as for the interventions delivered by other adults. The class teacher works closely with Learning Support Assistants to plan and assess the impact of support and how intervention can link to the class teaching.

Review

The impact and quality of the support and interventions are assessed and evaluated, along with the views of the pupil and their parent. This evaluation feeds back into the pupil's needs and the support is revised in light of the pupil's progress. Children may exit the SEND register if the additional provision in place enables them to close the attainment gap.

Section 4b

Managing Pupils' Needs on the SEND Register

The majority of pupils identified as having Special Educational Needs are supported under one category, **SEND Support**.

Where a pupil has more complex needs and a higher level of support is required, they are supported with an **Education and Health Care Plan (EHCP)**.

Where a pupil has an EHC plan, the local authority must review the plan at least every twelve months. All pupils recorded on the Register of Special Educational Need are given an Individual Education Plan which is reviewed and shared with parents termly. IEPs contain SMART, Specific, Measurable, Achievable, Realistic and Timely, targets; personalised targets that are carefully written to ensure individual pupil progress.

Pupils on the SEN register will have an Individual Education Plan (IEP) outlining how and by whom additional support is offered. The IEP will be written by the class teacher drawing upon advice from the SENCo. The class teacher is responsible for updating the plan and is accountable for evidencing the progress towards the objectives. Once the timeline given for the targets has passed the plan will be reviewed and a new plan written by the class teacher. The role of the SENCo is to ensure that appropriate targets are being set and that appropriate strategies are being used to address barriers to learning. The level of provision is based on need.

Section 5

Criteria for Exiting the SEND Register

Children with IEPs have their specific targets reviewed each term and amended to reflect the progress they have made. A child no longer needs to be on the SEND register if they have made progress outlined in Section 3. However, when pupils exit the register their progress continues to be monitored by the class teacher and the SENCo; through on-going assessments and pupil progress meetings.

Section 6

Supporting Pupils and Families

Parents, particularly those of children with SEND, are supported and given opportunities to be active partners in decisions relating to their child's education and to participate in encouraging the development of their child.

We work with other agencies to support children with SEND. These outside agencies include:

- Visual / Hearing Impaired Specialist Teachers
- Speech and Language Therapists
- School Nurse
- Educational Psychologist
- Child and Adolescent Mental Health Services
- Parent Support Advisor
- Behaviour Support Team
- Occupational Health Therapist
- Maple Ridge Outreach Team
- Physiotherapy
- Play Therapy
- Ethnic Minorities & Traveller Assessment Services

Details for all local external agencies can be found on the Hampshire Local Offer Website.

To access the Local Offer, please follow the link:

[Family Information and Services Hub | Hampshire's Local Offer for Special Educational Needs and / or Disabilities \(hants.gov.uk\)](https://www.hants.gov.uk/family-information-and-services-hub)

Section 7

Supporting Pupils at School with Medical Conditions

- We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information on how the school supports pupils with medical conditions, please refer to the Medical Conditions Policy.

Section 8

Monitoring and Evaluation of SEND

We regularly and carefully monitor and evaluate the quality of provision we offer to all pupils. Monitoring and evaluating is conducted in the following ways:

- Learning Walks and in/ formal observations
- Workbook scrutiny
- IEP reviews
- Pupil progress meetings
- Interventions data scrutiny
- Attainment tracking
- Interventions observations
- Pupil conferencing
- Resource provision review
- Engagement from SEN governor to support in monitoring activities

Section 9

Training and resources

Schools have an amount identified within their overall budget, called the national SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

As part of their induction to the school, all new teachers receive training from the SENCo regarding procedures and systems in place around the school's SEND provision and practice

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The type of expert support that pupils need varies depending on their Special Educational Need. Teaching staff receive generic, in-house training to develop effective strategies in known areas of SEND, for example dyslexia. Careful monitoring of the specific areas of SEND need within the school sometimes give rise for more targeted specialist training which is then booked for the appropriate members of staff.

Our SENCo (Mrs Angela Wynn) is a qualified teacher. The SENCo regularly attends the LA SENCo network meetings in order to keep up to date with local and national SEND updates.

Section 10

Roles and Responsibilities

The SENCo:

The SENCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. *(Code of Practice, 6.89)*

The key responsibilities of the SENCo include:

- working in partnership with the head teacher in considering the strategic planning of Special Educational Needs & Disabilities (SEND)
- managing the day-to-day operation of the policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEN support
- supporting and advising colleagues in managing specific needs and identifies training where relevant
- maintaining the school's SEND register
- contributing to and managing the records of all children with special educational needs
- managing the school-based assessment and completing the documentation required by outside agencies and the LA
- acting alongside the class teacher as a link with parents
- managing and maintaining resources and a range of teaching materials to enable appropriate provision to be made
- acting as link with external agencies and other support agencies
- managing a range of resources, human and material, linked to children with SEND
- contributing to the School Improvement Plan for the development of SEND

The school ensures that the SENCo has sufficient time and resources to carry out these functions. This includes providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The Class teacher:

All teachers are teachers of children with SEND and are responsible for meeting their needs - ensuring they make progress and putting into practice the school's SEND philosophy and policy.

Teachers respond to children's needs by:

- providing support for children who need support to access the curriculum and make good progress;
- supporting all children with SEN through classroom differentiation with the support of individual or small group interventions;

- writing Individual Education Plans to agree needs and support required;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress;
- continuous professional development.

The Governing body

The Governing Body will seek to discharge its statutory duty towards pupils with SEND. The Governors ratify decisions made by the senior management team over the allocation of resources for SEND. The Governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with SEND will be admitted to the school in line with the school's agreed Admissions Policy.

The Governing Body appoints a Governor with a specific responsibility for SEND. The Curriculum and Standards Committee are responsible for monitoring and evaluating the SEND policy at the school.

Role of SEND Learning Support Assistants

Learning Support Assistants will:

- deliver any programmes or differentiated work directed by the Class teacher
- provide regular feedback on children's progress to the class teacher
- liaise with SENCo and outside agencies when appropriate

Designated Teacher (DT) for Children in Care (CiC): Angela Wynn

Section 11

Storing and Managing Information

The policy for SEND is stored in line with school Data Protection Policy.

Section 12

Reviewing the Policy

St John's CE Primary School reviews the policy for SEND annually with Governors and full consultation with all stakeholders following significant changes /amendments to the policy.

Complaints procedure

Occasionally there may be a difference of opinion about the provision that is being made for a child and the views of the parents of that child. Parents of children with special needs and the school should work together to try to

resolve these differences. Should a resolution prove difficult the school's complaints procedures laid out in the school Complaint Policy should be followed, supported by procedures outlined by Hampshire County Council's SEND team.