



# St John's Church of England Primary School

## CURRICULUM POLICY

# Special Educational Needs and Disability (SEND) Policy

<b>Date Approved:</b>	<b>July 2024</b>
<b>Headteacher:</b>	<b>Miss Anna Pyatt</b>
<b>Chair of Governors:</b>	<b>Mr Robin Davis</b>
<b>Review Date:</b>	<b>July 2025</b>

## **Love, Respect, Value**

St John's is committed to high expectations for all and embracing equality.

*"In Church schools, all members of the learning community should be given the opportunity to make their contribution, and the part each can play should be strongly respected. Children are clearly not there 'to be done to'- they are active partners in their learning." (John Cox)*

### Purpose:

At St John's, the abilities and achievements of all our pupils are recognised and all children are valued as unique children of God. We aim to provide experiences and opportunities through the best possible learning environment for each individual pupil.

It is our objective that each pupil should receive an education sensitive to their individual needs so that they may achieve their maximum potential as a learner and as a person. By doing this, we believe that children and young people shall:

- achieve their best
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training (SEN Code of Practice 2014)

This policy links closely to the Inclusion Policy, the School Accessibility Plan and the SEN Information Report.

### Aims:

- to ensure that all pupils have access to a broad and balanced, engaging and challenging curriculum
- to ensure that pupils with SEN who also have a disability have full access to and make adequate progress through the curriculum
- to support all pupils to access the curriculum
- to ensure the identification of all pupils requiring SEND provision as early as possible in their school journey
- to ensure that pupils with SEND take full part in all school activities.
- to ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- to foster genuine communication and a strong partnership between school and parents of a child with SEND which will lead to the most effective assessment and provision
- to listen to and involve pupils (where appropriate) with SEND in the planning of their education.
- it is expected that all staff are sensitive to the needs of children with SEND

### Special Education Needs Definition

A pupil has SEN where their learning difficulty or disability calls for special educational provision; namely provision different from, or additional to, that normally available to pupils of the same age (SEN Code of Practice 6.15).

### Disability

A person has a disability for the purposes of this policy if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (Section 6, Equality Act 2010).

### Barriers to learning

The Code of Practice (2014) describes the possible barriers to learning under four broad areas of need and support:

- **Communication and Interaction** – speech and language difficulties and autistic spectrum disorders
- **Cognition and Learning** – moderate learning difficulties, specific learning difficulties
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

At St John's, we refer to the SEN Code of Practice when carrying out our duties towards all pupils with SEND and ensure that parents are notified when SEND provision is being made for their child.

### Partnership with Parents

At St John's, the aim is to develop a strong partnership with parents which will enable children with SEND to achieve their full potential. The school recognises that parents have a unique overview of the child's needs and know how best to support them. Depending on age and appropriateness pupils with SEND will also be encouraged to participate in the decision-making processes affecting them.

The key principles involved in communicating with and working in partnership with parents include:

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers
- recognising the pressures a parent may be under because of a child's needs
- acknowledging the importance of parental knowledge and expertise in relation to their own child
- gaining parental permission before referring them to others for support

- offering access to Parent Partnership information via the DSPL 9 website and South West Herts Partnership as well as signposting to websites such as ADD-Vance and SENDIASS.

### Pupil Participation

At St John's, the school ethos encourages and supports pupil participation, recognising:

- the importance of ensuring access for all pupils to all the activities within the whole life of the school
- the role of pupil voice and the use of pastoral support systems
- the need for training and encouraging pupils to take part in their education
- the need for a genuine commitment and wish to make pupil participation work
- the need to make special arrangements to help those pupils with specific needs, e.g. hearing or visual impairment, communication difficulties
- the role of the pupils in setting, monitoring progress and reviewing their targets and strategies

### Roles and Responsibilities:

The teaching staff at St John's understand that they are responsible for the progress of every child in their class. The named Special Educational Needs Coordinator (SENCo) are Miss Ayanna Stevens and Mrs Sarah Cavalier, both qualified teachers. Miss Joanna Conn is the named SEND Governor.

The SENCo is responsible for:

- the day to day operation of the school's SEND policy
- coordinating provision for children with SEND so that barriers to learning may be overcome
- assessment of progress and monitoring the impact of strategies for children with SEND
- updating the Provision Map and termly interventions table and assessing the resource needs for delivery of SEND support
- monitoring pupils' targets and support strategies.
- liaising with and advising fellow teachers, learning support assistants and teaching assistants
- overseeing the records of all pupils with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with external agencies. This may include buying into the Local Authority's (LA) support and educational psychology services, a base for Specific Learning Difficulties, advisory teachers, health and social services and voluntary bodies

- reviewing the SEND policy in consultation with the Senior Leadership Team, staff and Governing Body
- liaising with the Governor with responsibility for SEND
- being responsible for the SEND budget and the ordering and maintenance of resources
- attending meetings and courses on SEN matters
- reviewing the SEND Information Report in consultation with parents, staff and governors and ensuring it is updated annually and published on the school website

The SEND register is kept up to date on the MIS. Teachers should consult with the SENCo about any changes and take dual responsibility for updating the MIS. The office returns SEN details termly to the LA.

### Admissions and Inclusion

Staff at St John's are committed to inclusion. Some children may be identified as having SEND before entering the school and some children may have an Education, Health and Care Plan (EHCP). All children will be welcomed and every attempt to secure adequate provision will be made to accommodate their needs. All children will be welcomed and, if named as the school on the EHCP, every attempt to secure adequate provision will be made to accommodate their needs.

As stated in the SEN Code of Practice, admissions authorities (and St John's as its own admissions authority) must:

- consider applications from parents of children who have SEN but do not have an Education, Health and Care Plan (EHCP) on the basis of the school's published admissions criteria as part of normal admissions procedures
- not refuse to admit a child on the grounds that they do not have an EHCP.

The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

St John's is an educationally inclusive school, in which the teaching and learning, achievements, attitudes and wellbeing of every pupil matters.

Inclusion refers not only to SEN but to the inclusion of different groups of children:

- pupils with English as an additional language (EAL- please see separate EAL policy)
- pupils from low income families

- high attaining pupils
- ethnic minority pupils
- pupils who suffer from illnesses that may affect their access to the curriculum

### Allocation of resources

The notional SEN allowance is included in the main budget of the school. This budget is used to support the children with SEND through the employment and training of staff and the purchase of resources. Each term, pupil progress meetings and SEND support reviews inform the planning for allocating resources.

### EHCP funding

Children with EHCPs are levelled in relation to need and funding will be allocated accordingly, without the requirement for Local High Needs Funding (LHNF) to be applied for in the main.

### Local High Needs Funding (LHNF)

For children without an EHCP or those awaiting an EHCP, the school can apply for Local High Needs Funding which will be levelled according to the descriptors used for EHCP funding applications. The panel meets on a monthly basis.

### Special Facilities

The school is located on Clarendon Road. All parts of the school building are wheelchair accessible (lift installed as part of new build) and there are disabled toilet facilities on every floor. The ground floor medical room is equipped with a shower, hoist and medical bed. Specialist equipment is provided where appropriate for children with SEND and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

### Monitoring pupil progress

Pupils' progress is monitored through application of the Feedback, Marking and Reporting Policy and will also include:

- parental contributions
- evaluating the provision of additional or different actions made to support the child

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- equals or improves upon the pupil's previous rate of progress

- ensures full curricular access
- shows an improvement in self help and social or personal skills
- shows improvements in the pupil's behaviour

Identification, Assessment and Provision

At St John's, early identification of a child with SEND is crucial. We adopt a Graduated Approach to meeting such needs in line with the Code of Practice 2015. Part of this process is achieved by encouraging dialogue between parents, pupil, class teacher and SENCo. When the class teacher identifies a pupil as having a difficulty, they will liaise with the parents and the SENCo. Class teachers are responsible for initial assessment of the pupil within the framework of the National Curriculum. If necessary, further assessment of the pupil will be carried out by the SENCo and the child will be referred to outside agencies, as appropriate.

Early identification:

Pupil progress is established through:

- evidence obtained by teacher observation/ assessment
- information from parents
- pupil progress in relation to objectives in the Early Years Foundation Stage
- their performance in National Curriculum judged against Age Related descriptions
- standardised screening or assessment tools

Following early identification, St John's applies the Assess, Plan, Do, Review process in light of a child's special educational needs.



Name:

Date:

SEN Meeting

Assess

Plan

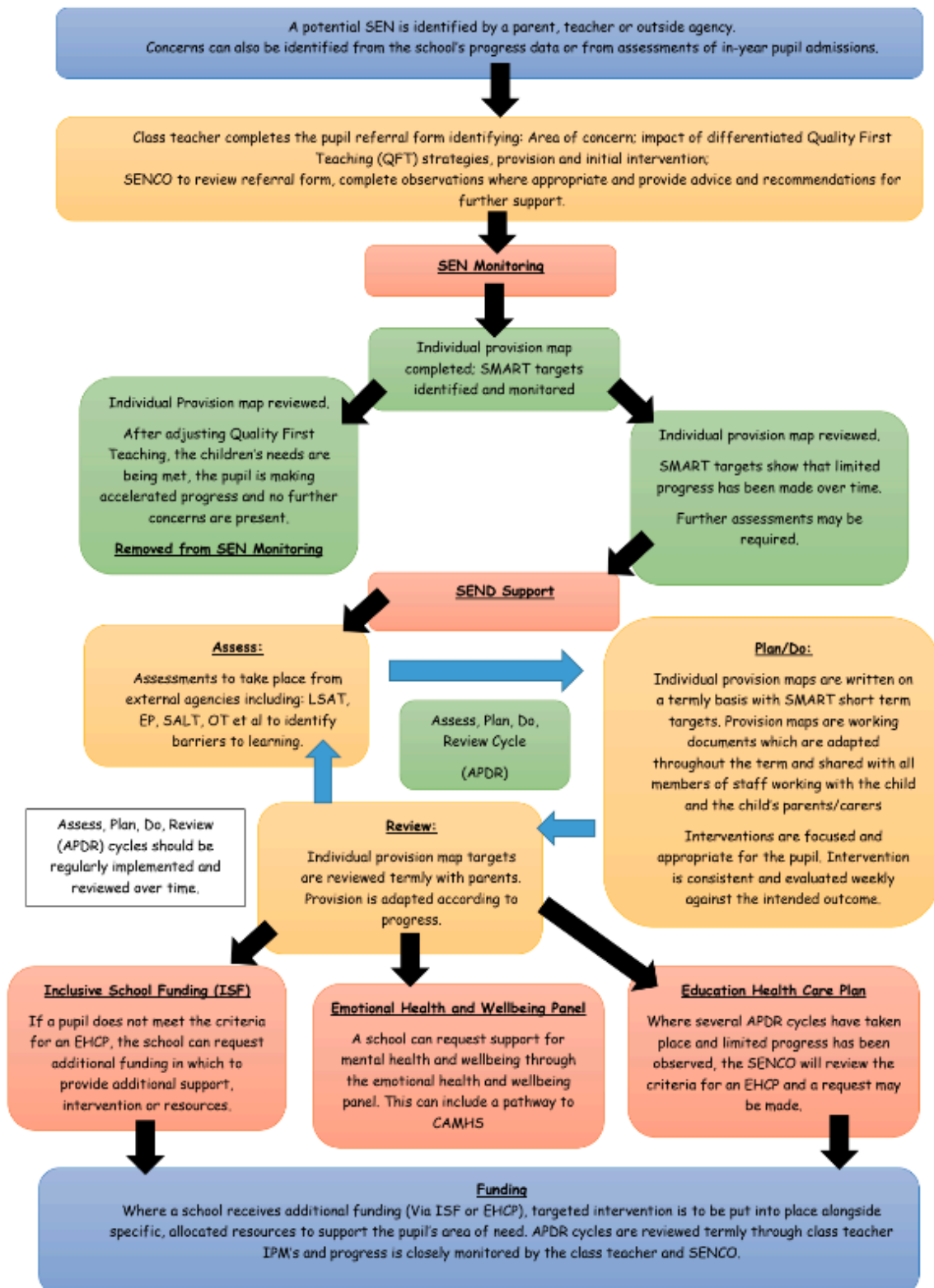


Review

Do

How do I feel?

### Early Identification of SEND.





## Teaching and Learning

Effective opportunities are provided for pupils with SEN. In planning and teaching the Early Years Foundation Stage and National Curriculum teachers have responsibility for:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- using performance data to support judgement of the progress of pupils with SEND
- using effective target setting for pupils with SEND using pre-key stage standards and the IAELD, where appropriate; as well as the Aspects of Engagement model for complex SEND Provision

A pupil whose SEND requires extra provision will be placed on the SEND register after consultation with parents. Class teachers remain responsible for the child in their class but the SENCo will review and monitor their progress. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (Code of Practice 2014, 6.36).

The main methods of provision, detailed in the school's Provision Map, are:

- Universal provision: full-time education in classes, with additional help and support by class teacher through a differentiated curriculum and reasonable adjustments
- Targeted provision: periods of withdrawal from class to work individually or as part of a small group with a teaching assistant
- Specialist provision: specialist support received from a specialist teacher, learning support assistant (LSA) or teaching assistant as a result of recommendations received from outside agencies.
- one to one support in the classroom from a teaching assistant/learning support assistant

## The Graduated Response

The Code of Practice advocates a graduated response to meeting pupils' needs. This response is based on two principles:

- provision for a child with SEN should match the nature of their needs
- there should be regular recording of a child's SEN, the action taken and the outcomes.

### School Awareness

At St John's the classification of 'school aware' registers an initial concern about a child. At this stage the child's needs are met by the class teacher through Quality First Teaching (QFT) (Universal provision). At the review stage, if the difficulties have not been fully addressed, then further action is taken, using Targeted interventions (One Page Profile targets and strategies).

#### Targeted Support:

Interventions are different from or additional to the normal differentiated curriculum. A child is identified as requiring such interventions when they:

- make little or no progress despite Quality First Teaching
- show persistent signs of difficulty in literacy or maths
- show persistent emotional or behavioural difficulties not addressed by usual behaviour management strategies
- have significant sensory or physical problems
- show communication or interaction difficulties

#### At this point:

- the class teacher seeks assistance from the SENCo and completes a 'Cause for Concern' form
- information is collected from observations of the child, discussion with parents and information from health or social services professionals [with parental agreement] will be obtained where applicable
- the Assess, Plan, Do, Review process is then applied.
- the SENCo takes the lead in further assessment
- interventions additional to or different from the differentiated curriculum are provided (an individual or group intervention may be implemented).
- strategies to support pupil progress will be recorded on a One Page Profile

A One Page Profile may be drawn up which will set strategies for the pupil/s and will be focused on positive outcomes. The One Page Profile will outline:

- the child's strengths and likes and what others admire about him/her
- what the child finds challenging at school/home
- teaching strategies to be put in place
- provision to be put in place
- when the plan is to be reviewed (termly)
- is discussed with pupils and parents
- will be shared with all staff working with the pupil

Pupils will also have a Goal Sheet which will be drafted by the class teacher and SENCo. Where appropriate, pupils will participate in the target setting and review. Parents will be an integral part of this process. Reviews of the targets will take place each term in line with the school's assessment policy.

Ongoing monitoring and evaluation of interventions will take place as appropriate according to specific objectives agreed.

#### Reviewing One Page Profiles and Goal Sheets

One Page Profiles and Goal Sheets will be reviewed at least termly. Parents and pupils, where appropriate, will be involved in the review.

Teachers should consider:

- the progress made by the pupil
- the parents' views
- the pupil's views
- the effectiveness of the targets that have been set
- whether targets set have been met
- any updated information and advice

After a period of assess, plan, do and review, if there is evidence that a child is not making the expected progress (despite additional support) we may seek help from relevant outside agencies. Parents (and pupils, if appropriate) will always be consulted prior to referral.

#### Specialist Support:

Specialist Support is characterised by a sustained level of support and, where appropriate, the involvement of external agencies. Placement of a pupil at this level will be made by the class teacher and SENCo after consultation with parents and can be triggered by the following factors:

- little or no progress
- attainment at substantially below age related expectations
- difficulty developing literacy or maths skills
- emotional or behavioural difficulties that often substantially impede the pupil's learning or that of the group
- sensory or physical needs requiring additional equipment or advice/ visits from an external specialist
- ongoing communication or interactive difficulties that impede the development of social relationships

At Specialist support level:

- the school seeks the advice of external support services
- staff consider a range of teaching approaches/ equipment/ materials including ICT
- records should be kept of advice sought and support provided pending advice
- a One Page Profile should be implemented as far as possible within the normal classroom setting

The external agencies will:

- often see the child and/or advise on new targets
- provide more specialist assessments [with parental agreement]
- give advice on specialist equipment/strategies/resources

### Education Health and Care Plans

Very occasionally, a child has complex needs where provision cannot reasonably be delivered through the services normally available. In these instances, the school and/or parents may request an Education, Health and Care Plan (EHCP). This is a legal document, which a) places the child at the centre of the process, b) considers the wishes of the parents as paramount, c) sets out details of the special needs that a child is considered to have and d) will be drawn up at a multi-disciplinary meeting. In addition, the EHCP also outlines the special educational provision that a child will receive to meet his/her needs from birth to age 25.

### Reviews of EHCPs

Review Meetings occur annually inviting:

- the child's parents
- the child if appropriate
- the class teacher
- the SENCo
- the SEN Officer (if appropriate)
- outside agencies involved with the child where possible
- any other person the Headteacher considers appropriate

Please note that attendance of outside agencies is not compulsory.

The aim of the review will be to:

- assess the pupil's progress in relation to their targets
- review the provision made for the pupil in the context of the Early Years Foundation Stage and National Curriculum and levels of attainment in basic literacy/maths and life skills

- consider the appropriateness of the existing EHC in relation to the pupil's performance during the year, and decide whether to cease, continue or amend it
- set new targets for the coming year

A report of the annual review is sent with any supporting documentation, to the LA. The LA decides whether to maintain, amend or cease an EHCP.

### Evaluating and Monitoring Progress

The success of the policy is monitored by reference to:

- parental feedback (report response slips, pupil reviews, questionnaires)
- success in achieving targets set in One Page Profiles
- evidence of attainment
- monitoring of classroom practice by subject coordinators
- analysis of test results for individual groups and cohorts
- using value added data
- monitoring of procedures and practice by SEND Governor
- termly update of Provision Map and interventions table
- SEF

### Transition

Pre-school to reception: Reception teachers will hold virtual nursery visits (in person where appropriate) and have professional dialogue with the current practitioners. Nursery records and SEN documentation will be passed to the school's SENCo. The SENCO will liaise with previous settings to obtain more information should it be required at this time. If possible, the SENCo will also make contact with any external agencies involved with the child. Teachers also meet (virtually) with parents/children prior to transition.

Year 6 to Year 7 transition: the Year 6 teacher, SENCo and Key Stage 2 Lead will liaise with the next secondary school to ensure accurate sharing of information and support for individual children.

Information about children who move in year will also be shared with the new school in order to ensure a smooth transition.

### Transfer Information

In keeping with statutory requirements, Common Transfer details are forwarded to receiving schools within 10 days. Liaison occurs with the receiving schools.

## Training

Arrangements are made by the Headteacher and the SENCo for the appropriate SEND training for teachers and teaching assistants. Courses are made available for staff in response to the needs of the pupils. Whole school INSET training is devoted to SEND when necessary.

## Links with Outside Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEN.

When it is considered necessary, colleagues from the following support services may be involved with pupils with SEN:

- Educational Psychologists (EPs)
- Specific Learning Difficulties (SpLD) advisory teachers
- Speech and language therapists
- The AIO (Attendance Improvement Officer)
- Social Services
- ESMA (Educational Support for Medical Absence)
- Play therapists
- Occupational Health Therapists
- School Nurse
- Hearing impairment advisory teachers
- Visual Impairment advisory teachers
- Early Support module (to help make provision for vulnerable pupils)
- Family Support Worker provision
- Colnbrook Specialist School
- Chessbrook Behavioural Support School
- DSPL 9
- Speech, Language, Communication and Autism Team
- Mental Health Support Team (MHST)
- Families First
- CAMHS

When parents wish an outside agency to be involved with their child on a private or fee-paying basis, contact should be made with either the SENCo or the Headteacher in the first instance before any sessions are agreed.

## Complaints Procedure

Complaints are dealt with in line with school procedure. The Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

### Duties of the Governing Body

- the Governing Body has a statutory duty towards pupils with SEND
- the Governing Body should, with the Headteacher, decide the school's general policy and approach to meeting pupils' SEND for those with and without EHCPs
- they must set up appropriate staffing and funding arrangements and oversee the school's work
- Governors must conduct the school with a view to promoting high standards. These high standards relate to all pupils in the school including those with SEN
- through performance management, the Governors should ensure that objectives are set for the Headteacher; these should include objectives that relate to priorities in the school development plan and should include SEND

### Roles of the Governing Board

The Governing Board must:

- do its best to ensure that the necessary provision is made for any pupil who has SEND
- ensure that, where the 'responsible person' – the SENCo or Headteacher – has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEND
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area
- ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and there is compatibility with the learning needs of the pupil receiving the special educational provision, the efficient education of the pupils with whom they are educated as well as the efficient use of resources
- report to parents on the implementation of the school's policy for pupils with SEND
- have regard to the Code of Practice when carrying out its duties toward all pupils with SEND
- ensure that parents are notified of a decision by the school that SEND provision is being made for their pupils

Monitoring and evaluation:

The implementation of the policy will be kept under review and discussed with the SENCo, the Headteacher and the representative of the Governing Body. The policy will be reviewed and updated annually. The outcomes of this review are used to inform aspects of the School Development Plan.

Review Date: July 2024

Signed and date	The policy document must be signed and dated by the Headteacher and Chair of Governors. A review date should also be stated.
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## Appendix 1

Legislation: Education Act 1996: section 403.  
Academies Act 2010: Section 1(8)  
Education (Special Educational Needs) (Information)  
(England) Regulations 1999  
Education Act (2005) Section 5  
Funding Agreement

Website: [www.legislation.gov.uk/ukpga/2010/32/section/1](http://www.legislation.gov.uk/ukpga/2010/32/section/1)  
[www.legislation.gov.uk/uksi/1999/2506/contents/made](http://www.legislation.gov.uk/uksi/1999/2506/contents/made)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
[www.media.education.gov.uk/assets/files/pdf/equality%20act%20guidance%20february%202013.pdf](http://www.media.education.gov.uk/assets/files/pdf/equality%20act%20guidance%20february%202013.pdf)

[www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200581%202001](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200581%202001)

Other guidance: Social Exclusions Report on Teenage Pregnancy  
Social Inclusion: Pupil Support Circular 10/99