



St John's Stonefold CE Primary School,
Rising Bridge

Whole School Policy for SEND	
Written By	K. Jamil
Date	September 2022
Date of Review	September 2023

Values:

Empathy Aspiration Generosity Love Endurance

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)

Vision:

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values,

St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.

From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.

At St John's Stonefold CE Primary we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's background, interests, experience, knowledge and skills, so that all children regardless of individual needs make the best possible progress.

We value high quality teaching for all learners and actively monitor the implementation of the curriculum in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners: staff continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring our provision includes reviewing progress and attainment of **all** children.

Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities. (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods.
- To identify children who are underachieving and identify reasons for this.
- Support all children to make the best progress of which they are capable.
- Maintain appropriate records and to monitor pupil progress.
- Provide full access to the National Curriculum and extra-curricular activities for pupils with SEND and ensure they are included in all aspects of school life.
- Develop partnership with parents/carers in the education of their child.
- Encourage success and participation for all pupils, whatever their level of ability.
- Continue to develop a whole school approach to meeting the needs of pupils.

Legislation and Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice 2014 (0-25) and has been written with reference to the following documents:

- Equality Act 2010: Advice for Schools DFE Feb 2013
- Schools SEN Information Report Regulations
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document Sept 2013
- Safeguarding & Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report

Definitions:

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level. At different times in their school life, a child or young person may have a special educational need. The code provides a definition of SEN:

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that **is additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

If a child has SEN, we will work closely with them and their parents/carers to provide provision that is additional to or different from the differentiated curriculum which is already in place. We work with children to overcome barriers to learning.

Roles and Responsibilities:

The person responsible for managing SEND provision (SENDCo) in school is Mrs Kathryn Jamil.

SEND Governor: Mr David Barrett

Designated Lead for Safeguarding: Miss Frances Brady (Headteacher)

Children Looked After (CLA) Lead: Miss Frances Brady (Headteacher)

Children with Medical Needs: Mrs Juliet Wilkinson (School Business Manager)

Special Educational Needs and Disability Co-ordinator (SENDCo):

The SENDCO is responsible for the arrangements for SEND provision throughout school including:

- Have responsibility for the day to day operation of the SEND policy.
- Maintain a register of children with SEND, and ensure that the records on children with SEND are up to date.
- Work closely within the Senior Leadership Team and SEND Governor to determine the strategic development of the SEND policy and provision in school.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Manage Teaching Assistants attached to individual children with EHCPs.

- Co-ordinate the specific provision made to support individual pupils with SEND including those who have EHC Plans.
- Liaise with the staff in school who have responsibility for safeguarding, child protection, attendance and family support issues.
- Liaise with the Co-ordinator of children with medical needs.
- Work closely with the parents/carers of children with SEN.
- Liaise with outside agencies to gain advice and support for children with SEN.
- Contribute to in-service training for staff on SEN issues.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is ensured.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Ensure that school keeps records for all pupils with SEND up to date.

SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.
- Work with the head teacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

Head Teacher

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff or external agencies to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Adapting teaching to meet the needs of all pupils.
- Putting interventions, support plans and actions into place so that barriers to learning are removed.
- Working with the SENDCo to monitor and improve provision for SEN pupils.
- Consult with the SENDCo and/or parents/carers about SEN pupils.
- Ensuring they follow this SEND policy.

Support Staff

The school employs Teaching Assistants who also support the SENDCo and class teachers in supporting children with SEND throughout the school. Where appropriate, TAs can work with individual children and with small groups on very specific intervention programmes.

Identifying Special Educational Needs:

Special Educational Needs and provision can be considered as falling into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

(SEN Code of Practice 2014)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

As children are individuals they may have needs in more than one area. The purpose of identification is to work out what are the needs of the whole child and what (if any) action we, as a school, need to take, not to diagnose or label a particular condition.

Identification of need may be raised by:

- Parents/carer
- Class Teacher assessment, pupil tracking and SAT results
- External specialists/professionals from agencies within education, health or social care.
- Records – transferred from another school
- Base line assessments
- In-house testing and assessment

Using this information we identify children with Special Educational Needs because **progress is below expected levels and additional or different provision is required from that which is provided for all in order to improve progress levels.**

Progress below expected levels can be characterised as that 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.

There are other things which may impact upon progress but are not SEN, these include disabilities (suitable adaptation under disability equality act may be needed rather than SEN provision– see equality policy), attendance and punctuality, health and welfare, English as a second language, being in receipt of pupil premium grant, or a looked after child or a child of a serviceman/woman. (These issues are dealt with in other school policies, attendance, child protection and single equality.)

Baseline information, EYFS information, school assessment data, SATs, PIVATS (Lancashire learning and Personal Social Emotional Development) and observations of the pupil by staff are all used to identify children needs who may require **additional and/or different** provision in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

At St John's Stonefold CE Primary, we identify the needs of our children by considering the needs of the whole child and not just the special educational need.

Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents/carers and pupils view.

If a **learning support plan** is required and agreed then we aim to ensure:

- Everyone understands the agreed outcomes/targets sought for the child and this is recorded and copied for parent/carers and staff.
- Everyone is clear on what the next steps are and when the **learning support plan** is to be reviewed.

Graduated Response to SEND:

At St John's Stonefold CE Primary, high quality teaching (Wave 1), adaptive teaching for individual children, is the first step in responding to pupils who may have SEND.

This means:

- that the teacher has the highest possible expectations for all the pupils in their class.
- that all teaching is built on what children already know, can do and can understand.
- different ways of teaching are in place so that children are fully involved in learning.
- a support plan will be in place and would outline the wave 1 strategies that pupil requires within classroom provision.
- specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support all children to learn.
- teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality teaching for all pupils, including those at risk of underachievement. Children's progress is constantly reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets, provision and interventions. The decision to make Special Educational Provision involves the SENDCo, class teacher and parents/carers. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents/carers, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at Wave 2 or Wave 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

Targeted Interventions (Wave 2):

These may be run in the classroom or in sessions outside of whole class learning. They are teacher led and may be delivered by a teacher or teaching assistant. These are usually provided in group sessions with specific targets to help children to make progress – targets are used in both group and class work. Interventions will be assessed and monitored by the school leadership team and the SENDCo.

Specified Individual Support (Wave 3):

Some pupils will follow 1:1 work; such as if the learner has an Education Health and Care Plan (EHCP) or if they have been assessed by outside agencies as requiring specific programmes or curriculum provision.

For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with include:

- Speech and Language Therapy Services
- Occupational therapists
- Physiotherapists
- Community Paediatrician
- Educational Psychology Service
- A specialist teacher in the identified area of need
- Short Stay Schools
- Inclusion hub
- Early help service
- Medical Services, including CAMHS and TAMHS
- Social Services
- Traveller Service

The School Nurse Team are available to train staff for any specific medical need.

Provision for pupils with SEND from the graduated stages above will be outlined in a pupil's **Learning Support Plan**. Teachers are responsible and accountable for the progress and development of all pupils in their class, including children who may need additional support. We review educational processes for all children in school termly.

Links with Other Schools and transition:

The SENDCo and the Early Years Foundation Stage class teacher arrange visits to the Nursery setting when they are informed of a child with SEND who will be starting school at St John's Stonefold CE Primary. When a child already has an EHC Plan they are usually invited to attend the child's Annual Review held during the Summer term in the Early Years setting.

At Year 6 transition, the SENDCo provides information to the local feeder Secondary Schools about children with SEND. For pupils with Education Health Care plans or school support plans, the SENDCo arranges a meeting with a representative from the chosen Secondary School, parents/carers and the child during the Summer term prior to transition to complete a review of the plan and initiate transition provision.

Review of Need

At the review of the **Learning support plan**, (at least termly) with parents/carers, child and Class Teacher (SENCO may be present if requested), the views of the parents/carers and pupil must be sought, the progress of the pupil and the effectiveness of the Learning Support Plan is evaluated. Any issues and new information must be discussed and future action planned. At the review strengths and needs will be considered.

All present at the meeting will decide to either:

- a) Move off the SEN register as additional or different support is no longer required or
- b) Continue with the same level of provision and write new targets and/or strategies.
- c) To increase or change provision and seek help and advice from specialists from outside the school. (When specialists become involved any advice given will be acted upon, the support plan will be amended accordingly and the child's progress monitored closely.)

A cycle of ASSESS- PLAN – DO – REVIEW, as above will then continue until a review decides that additional and different provision is no longer needed (at which point a pupil will be removed from the SEN register) or until a pupil's needs cannot be met within school resources (at which point an application for an EHC plan will be made to the LA in order to access high needs block funding). If a child continues to make no progress or their additional needs are such that they cannot be met within school resources and they meet the criteria set by the LA then a request for an assessment for an Education Health and Care plan may be made by the school.

The Governors each year, use money from within our school budget, to enable the school to deliver SEN see our school's contribution to the 'Local Offer' and our "SEN Information report" (separate documents both available in our SEN section on our website) which provides information for parents/carers about what we provide for pupils with SEND). This includes funding to seek professional advice, training or individual assessments.

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted the 'graduated approach' set out earlier in the policy where the level of intervention increases whenever adequate progress is not being made.

Admissions

Admission arrangements for the school are described in the school's Admissions Policy (available on the school's website). The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision. Pupils with an Education, Health and Care (EHC) Plan will not be discriminated against in line with the legislation outlined in the SEN and Disabilities Act 2001.

Involvement of Parents/Carers

As continually referred to throughout this policy, the school places great value in working together with parents/carers. We strive to engage with the whole family, giving appropriate levels of support to their needs in order that they can take an active role in the education of their child with Special Educational Needs. There is no doubt that the greater the involvement of the parents/carers, the more successful the programme for their child will be. The insight a parent/carer can provide is equally as important as the professional advice they will receive.

A parent/carer may be the first person to voice concern about the child. If any parent/carer has any worries or concerns regarding their child's education they are urged to come into school and discuss it with the Class Teacher, SENCO, or Headteacher. The school will endeavour to keep parents/carers fully informed about their child's progress, if they are on the school SEN register, and any arrangements or additional assessments made for the child. Should a parent/carer have a worry about the SEN procedures, how they operate or what it may mean for them, they are urged to contact school.

Alternatively Contact SEND parent support:

Lancashire SEND IAS website. <https://lancssendias.org.uk>

Tel: 0300 123 6706 (Monday to Friday 9am to 5pm)

Email: information.lineteam@lancashire.gov.uk

Parents/carers have a fundamental role in assisting with the review and planning of **Learning Support Plans** and providing support at home to re-enforce learning done at school, e.g. with extra reading, spelling or writing. Parents/carers will receive a copy of the child's **Learning Support Plan and review** each term and are invited to review progress towards the targets at termly review meetings. These will usually be arranged at an after school appointment time, or at a mutually convenient time.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At St John's Stonefold CE Primary we have a robust system of self-evaluation in which we evaluate:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs & Disabilities. The SENDCo and SEND Governor meet to discuss the provision and progress for children with SEND. Governors also receive regular reports through the Standards & Effectiveness Committee. Each term, the performance data of children with SEND is analysed by Senior Leaders and the SENDCo then areas of improvement are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

The ethos of the school is one of inclusion; each child at St John's Stonefold CE Primary is cherished and valued as an individual whatever their needs. Additional classroom support maybe provided for children who require it, in a variety of ways including:

- Teaching assistants (TA) work in classes to support children's learning in small groups or 1:1.
- TA's provide prompts, encouragement, praise, and social and emotional support within the classroom.
- Children receive regular, timetabled interventions or learning programmes with a TA.
- Children with specific needs are provided with the correct learning environment and resources.

Early intervention is key to ensuring that these children receive the best support available to them.

Accessibility

Please refer to Accessibility Plan for more detailed information (available on our school website). We have 2 ramps for access for wheelchair users. The school has a disabled toilet. There are doorways and fire exits wide enough for wheelchair users. Each classroom is accessed on one level and has an interactive whiteboard which can be used for any visual help that people may require.

Monitoring SEND Provision of the School:

The SENDCo with the headteacher is responsible for monitoring the effectiveness of the policy and SEND provision in the school. The SENDCo provides regular reports to the headteacher and governors. We monitor the effectiveness of provision for pupils with SEND by considering a range of evidence:

- Teacher and TA observations of children's progress in the daily classroom setting.
- Plans which demonstrate differentiation and how different children's needs are met.
- Records and evidence of the children's work showing progress towards curriculum objectives.
- School support plan reviews and annual EHC plan reviews show progress with targets and achievements.
- Parents and pupil feedback and comments in support plan and EHC reviews and questionnaires.
- Standardised test results.
- Lesson observations and learning walks.
- Pupil progress meetings.
- Discussions with staff.
- Tracking and assessment data for SEN pupils.
- Provision mapping showing interventions and their success.
- Evidence of the child's progress towards improving behaviour.
- Minutes of meetings with parents/carers and children's contributions to discussion about their progress.
- Minutes and reports of discussion with outside agencies about the child's progress.

- Financial records showing how additional needs money is spent.

Evaluating and monitoring arrangements promote an active process of continual reviews in school and improvement of provision for all pupils.

Working with other agencies

If concerns are raised or needs are highlighted, it may sometimes be appropriate to work with other agencies. This may include: Early help Team, services from the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, specialist teachers, an Educational Psychologist or health services such as a paediatrician. Working together with these agencies/professionals could involve meeting with parents/carers, attendance at review meetings, staff training, written correspondence/reports, direct involvement with children and team around the family (TAF) meetings. Involvement with agencies/professionals will only be initiated by school with consent from parents/carers.

Supporting Children with Medical Conditions:

At school we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips and physical education. Some children with medical conditions will be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some will also have SEND and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

Supporting pupils with medical needs is outlined in our 'Medicine in school' policy which can be viewed on our website.

Training and Resources:

Annually budget is allocated to provide pupils with SEN resources and staff training. The needs of the pupils are prioritised through the SEN action plan. Some pupils with EHC plans receive additional 'top up' funding from the Local authority to assist the school to fund provision to meet their additional needs.

This money is spent each year to help and assist pupils with SEN to access and be included in the National Curriculum or Foundation Stage Curriculum, as well as to ensure they make progress in all developmental areas.

Often money is allocated to provide additional help through;

- the provision of TAs
- additional SENCo support time
- the provision of external specialists
- the provision of specialist equipment and resources
- the provision of training for staff as needed

Ongoing training throughout the year helps to support TA's from the school SENCo and subject leaders where appropriate to upskill, share good practice and work in collaboration to help support children further in school, including those with additional and/or SEND needs.

Storing and Managing Information:

All documents relating to a pupil's SEND are stored in a SEND pupil file, in a secure locked office. Electronic documents are saved on a secure server. Documents are transferred to the next school on leaving and archived securely on the school's electronic system (CPOMs).

Complaints Procedure:

We would encourage parents/carers who have any concerns with SEND provision or assessment at the school to approach staff at an informal level.

Informal complaints can be made by contacting the Class Teacher, SENDCo or Head teacher. If parents/carers believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's Class Teacher. If the parents/carers think that the child should be given more support they should raise their concerns with the SENDCo and the Head teacher. Most concerns will be resolved in this way.

Formal complaints - If parents/carers still feel dissatisfied they may choose to raise their concerns formally with the school's Chair of Governors. A request can be made for a copy of the complaints procedure from the school office. This sets out the statutory procedures in order that parents/carers can complain formally in writing to the Governing Body and receive a reply within 14 days.

If parents/carers are still not satisfied then they can request support from the SEND IAS. Telephone and contact details can be found above.

Parents/carers may ask the Local Authority (LA) to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If parents/carers disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a EHC plan for the child, the parents/carers again have the right to appeal to the SEN Tribunal.

Evaluating the success of the SEND Policy

This policy will be reviewed annually. The success of the policy will be demonstrated by having evidence to show that:

- The systems to identify children with SEND as early as possible are in place.
- Action Plans, Pupils' Learning Support Plans, and record keeping are in place to teach and assess children with SEND and ensure their access to the curriculum.
- Regular reviews (at least termly) are carried out evaluating children's progress against targets set and these show pupils achieve targets, improve pupils' attainments and make good progress.
- Additional intervention is provided and advice is sought from external professionals if progress is not adequate (graduated approach is in evidence).
- Progress from their starting points is evident and evidence of the attainment gap closing between SEND pupils and those with no identified SEND.

- LA high needs block funding is used to support children's additional needs and that this provision ensures good progress for pupils with SEND.
- Children are gradually given opportunities to take part in reviews as their abilities develop.
- A positive and effective partnership with parents/carers is in place and they feel that the provision of the school is effective.
- Pupils with SEND take a full and active part in the curriculum and all aspects of school life.
- Staff express that they are trained, supported and skilled to work with SEND pupils.

Updated: September 2022

Review due: September 2023