

ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice.

Headlines from the 2014 Code of Practice. From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term.
- There are four broad categories of SEN:
 - Communication and interaction
 - cognition and learning
 - Social, emotional and mental health
 - Physical and sensory.

Defining SEN

The 2014 Code of Practice says that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at

(a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Admissions

We adopt a policy of equal opportunities at St John's, therefore the school follows the authority guidelines regarding admissions to our Reception, Key Stage 1 and Key Stage 2 departments.

Our objectives are:

- to identify students with SEND as early as possible and ensure that all their needs are met
- to maximise the opportunities for students with SEND to join in with all activities in the school
- to ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- to encourage learners to develop confidence and recognise value in their own contributions to their learning giving them a high self esteem
- to encourage regular and effective communication between parents and school
- to encourage learners to express their views and to be fully involved in their learning
- to ensure parents are informed of their child's SEND (Parents Evenings and Reviews) and promote effective partnership to involve outside agencies when appropriate

Responsibility for the coordination of SEND provision

The person responsible for overseeing and co-ordinating the provision for children with SEND is Charlotte Preston.

Identifying children at SENS (SEND Support)

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will put interventions into place to try to close the gap. Where children are identified as not making progress in spite of Quality First Teaching they are receiving they are discussed with the SENDCO and a plan of action is agreed.

The Inclusion Consultant and Educational Psychologist assigned to St John's are qualified to undertake a range of standardised tests with children and, on occasion, may be asked to do so. They can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or other conditions.

Teaching and Learning

Quality First Teaching

Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a child has been identified as **possibly** having SEND, they will be closely monitored by staff and the child's class teacher will take steps to provide differentiated learning opportunities or simple interventions that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The child is recorded by the school as having additional needs due to concern by parent or teacher but this does not automatically place the child

on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

Send Support and Parental Involvement

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress

If a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed on the SEND register
- Discuss assessments that have been completed
- Agree a Send Support Plan and provision for the next term.

This is part of the graduated approach cycle required in the Code of Practice.

Thereafter, parents – and children - are invited to a meeting at least each term to review progress made, set expected outcomes and agree provision for the next term. At the end of the summer term, there will be an annual review of the child's progress with the SENCO and new expected outcomes will be set for the autumn term.

The Send Support Plan is completed annually and consists of:

- A one-page front cover with the child's photograph used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- Three separate sheets, one for each term containing at least three specific and challenging expected outcomes for the child to achieve in a term (always starting with I can...) together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets. There is a space for the teacher and parent to comment on whether the expectations have been met and a space for any next steps to be added.
- A final diary page to formally record any meetings with parents and comments made, along with any meetings with outside agencies. It is the responsibility of the class teacher / SENCO these updated.

Send Support Plans are kept on the computer system so that they be viewed by the SENCO. A copy is kept in a blue class information box in each classroom.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

High Needs Funding

If a child's needs require 1:1 SEN support, the school will meet those needs to a maximum of £6,000, beyond which, if the need is greater, the school will apply for additional funding support. This additional funding is provided by the local authority, through individual applications made by the School to a multi-agency panel. The Local Authority will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, senior leadership team and governing body to agree how the allocation of resources is used.

Links with other agencies and voluntary organisations:

- External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. The SENCO holds planning meetings each year with the Educational Psychologist and the Inclusion Consultant in order to plan provision for pupils with SEND.
- We work very closely with Speech and Language Therapists, Occupational Therapists, Physiotherapists, School Nurse.
- We aim to continue developing links with outside agencies, as this will us to deliver more effective support for our children with SEND.

Success Criteria

Pupil progress meetings are held on a termly basis in line with the SEND Code of Practice. At these meetings the class teacher and Head teacher discuss the progress of all children. SEND provision and interventions are recorded on class provision maps, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCO. These interventions will be monitored and evaluated termly by the SENDCO to see to identify whether the provision is effective.

Inclusion of all pupils into the life of the school:

At St John's, pupils with SEND are included in the life of the school as a whole by encouraging them to actively participate in all after School activities. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

We support a policy of full integration for pupils with SEND. Pupils work best where they share ideas, investigate problems and are given opportunities to work cooperatively with their peers. Priority for pupils with SEND is to build up their self-esteem and confidence in all areas to develop a positive self-image.

St John's school is disability friendly, it is on one level, with ramps up to wide opening doors and we have an easy access toilet. The toilet has changing facilities for those children in nappies. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Classrooms all have visual timetables and visual prompts for speaking and listening rules.

Arrangements for SEN training and development of all staff

Staff are kept fully informed of changes and developments in SEND. Staff have all had training on delivering the Code of Practice 2014 and providing Quality First Teaching (January 2015)

All staff can access this SEND Policy, St John's SEND Information Report, a copy of the SEND Register and Additional Needs Register (including vulnerable children), information available through Sefton's SEND Local Offer on Quality First Teaching. Different members of staff have had training in many areas of SEND. There has also been some training on intervention programmes used currently in school including First Class @ Number / The Listening Programme / Better Reading Partnership/ Active Literacy/ Think Yourself Great. The SENDCO regularly attends SENDCO cluster meetings run by Southport Learning Partnership and is being supported in her new role by our Inclusion Consultant.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a CAF with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. E.g. Weekly or daily behaviour charts focusing on achievable objectives and rewarding positive behaviour/ alternative arrangements at lunchtime for children who find this time of day challenging. If the child is felt to have long-term social, emotional or mental health needs, interventions can be put into place. E.g. for children with low esteem or confidence we run a programme called 'Think Yourself Great'; a counsellor has been brought in to work with targeted children at risk of mental wellbeing issues.

Links with other mainstream schools and special schools:

St John's has established a very strong link with the local feeder secondary school, Stanley High. In addition, we also liaise closely with alternative high schools that our SEND pupils may choose to transfer to so that their needs can be met at the next stage of their education.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

Our SEND governor is Nicola Macdonald who is a qualified speech therapist and works closely with some of the children in our school. She has also attended a governors training course on the new Code of Practice.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Review

This policy will be reviewed annually.

Date Policy Written: October 2015

Date of most recent update: September 2016

Member of staff Responsible: Charlotte Preston

Date Approved by the Governing Body: October 2016

Date for Review: September 2017