Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

St. John's CE Primary School

Special Educational Needs and Disability Policy

Policy Date: February 2024

Review Date: February 2025

Rationale

All children have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, the academy is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the academy budget, provide such children with the levels of resources to meet their curricular needs.

St John's CE Primary is fully committed to upholding the SEND Code of Practice (2015).

Definition of Special Educational Needs and Disability (SEND)

Children have special educational needs if they have a learning, communication, emotional, mental or social 'difficulty' which calls for *special educational provision* to be made for them. Children have a *special need* if they:

- Have a significantly greater difficulty in learning that the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the academy.

Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs to ensure that the necessary provision is established and then monitored;
- To plan a personalised, appropriate and innovative approach to learning and to ensure that all targets set are specific, measurable, achievable, realistic and time related;
- To involve parents/carers and children in the identification and review of any targets/outcomes and where necessary those targets identified in a child's Success plan review;
- To work in partnership with, and involve, parents/carers and outside agencies;
- To ensure that all who are working with the children are aware of the procedures for identifying their needs, supporting and teaching them.

Roles and Responsibilities

The 'responsible persons' for SEND at the academy are:

- Amanda Aze – Head Teacher.
- Alice Rist – SENDCO.
- Vivien Sloan -Chair of Governors.

The SENDCO at the Academy is Alice Rist. The SENDCo is responsible for co-ordinating the day-to-day provision of education for pupils with SEND at the academy.

The Governing Body play an important role in ensuring that:

- They are fully involved in developing and monitoring the Academy's SEND policy.
- They are up to date and knowledgeable about the Academy's SEND provision, including how funding, staffing and resources are deployed.
- The quality of provision is continually monitored.

The Governing Body will:

- Ensure that the necessary provision is made to meet the needs of all our pupils.
- Ensure that teachers in the academy are aware of the importance of identifying and providing for all pupils in their care.
- Ensure that parents/carers are notified of a decision by the Academy that specific provision is being made for the child.
- Have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils in the academy.
- Have a written SEND policy containing the information as set out in the Special Educational Needs Regulations 1999 (reproduced in the SEND code of practice, 2015).

The SENDCO will ensure that procedures are in place to identify pupils' needs, including:

- Ensuring that all staff are supporting the identification, teaching and assessment of pupils with SEND;
- Overseeing and maintaining resources for a range of SEND.
- Ensuring that all staff have continued professional development relating to SEND.
- Working in close partnership with parents/carers and external agencies.
- Monitoring, evaluating and reporting on the provision for all pupils to the governing body.
- Co-ordinating the range of support and interventions available to children.

The Class teacher has a key role in the special needs process as they are usually the first to become aware of any difficulties a child may be experiencing.

All class teachers should:

- Provide a differentiated curriculum and challenging learning experiences for all children - ensuring a quality first learning environment which includes adaptive teaching to support inclusion of SEND children.
- Keep the SENDCo informed and work with them.
- Participate fully in the graduated response system.
- Liaise regularly with the parents of pupils with SEND.
- Keep themselves informed of the individual needs of all pupils in their class; monitor, plan and review accordingly.
- Put into action all Success plans and provision.
- Co-ordinate any support from individual support teachers, TAs etc in consultation with the SENDCo/Inclusion Manager
- Attend staff training on SEND / inclusion issues.

Access to the Curriculum

The Academy is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. In all cases, class teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

SEND Support and The Graduated Approach to providing SEND support

Levels of SEND Support

- Universal offer (Level 1) - Quality first teaching (QFT) –including highly effective differentiation for the majority of children will be met in the classroom. In all classes, teachers are responsible for the teaching and learning of all pupils, including those with SEND. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.

- **One-Page Profile (Level 2)** If a child requires specific support different to QFT, is below age related expectations or identified as having a possible SEMH difficulty, when whole school pupil progress meetings are conducted, then they will be placed on **'St John's Support'**. These progress meetings take place 3 times per year between the class teacher, Headteacher, deputy head teacher and SENDCO. A **'St John's Support'** child is one who requires specific support i.e. for concentration due to ADHD but is working at expected standard or whose progress is below age-related expectations or who is struggling to regulate his/her emotions but will make progress with some provision in/out class. This information is shared with parents during parents' evening appointments or through an arranged appointment with the class teacher.

- **Success Plan - SEN Support** – (Level 3) a child whose progress is significantly below age related expectations or who needs a higher amount of support or intervention, either 1:1 or small group, is placed on SEN Support. Each child will have a 'One page Profile' and a **'St John's Success Plan'** to show the support they are receiving and to monitor and evaluate the provision provided. A success plan will be generated in conjunction with the child, parents, school staff and outside agencies. This focusses on outcomes and provision that is needed to support the child. Everyone involved in the 'Success plan', including parents, are kept up to date regularly with progress and all external agency reports are shared with parents. This process will inform short term targets for the child.

- **Education and Health Care Plan (EHCP) (Level 4) -** A child who requires specific support in class and where progress and needs have not been met through a Success Plan, will be considered for an Education and Health Care Needs Assessment (EHCNA) The Success plans and correlating evidence can be put forward to the SEND panel to be considered for an EHCP. A child at this level will be allocated a SEND Lead Worker through Dorset County Council SEND Service. Parents, the child, school and any other agencies involved will be asked for their input which will be presented to the Dorset County Council SEND panel. The Local Authority will decide, on the basis of the evidence they receive from all involved with a child with SEND, how much support a child with SEND needs to be able to progress effectively and access our curriculum and the building. If the amount needed is beyond the funding already delegated, then a sum of money is provided to the school. The use of funding is reviewed each year at the Annual Review meeting and a request to the Local Authority is submitted if changes are required to the funding allocated.

The Graduated Approach to SEND

Where a pupil is identified as having SEND, our school will take action to remove barriers to learning and put effective provision in place. This SEND support will take the form of a four- part cycle, known as the graduated approach. These four parts are: Assess, Plan, Do and Review.

Assess – The Class teacher with support of the SENDCO, will carry out a clear analysis of a pupil's needs. They will draw on teacher assessments, understanding of the pupil, the Dorset Graduated response document, previous progress and attainment and information from the school's core approach to pupil progress, attainment and behaviour. Assessments allow the pupil to show what they know, understand, and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCO for more closer observation and diagnostic testing to construct a profile of the child's strengths and weaknesses.

Plan - If it is decided to place a pupil on SEND support, the parents will be formally notified. At our school, parents are part of the assessment and review process for pupils. The plan will be generated with the class teacher, SENCO, parents and pupil, in order to identify the support and intervention required to meet the outcomes identified for the pupil.

Do - The class teacher will remain responsible for working with the child on a daily basis. Where a teaching assistant works with the pupil either one to one or with a group, the class teacher remains responsible for overseeing the planning and assessment of the intervention and feeding back to parents.

Review - The effectiveness of the support and the impact of this support on the pupil's progress will be reviewed alongside the parents and pupil in order to gain their views. This will then feed back into the analysis of the pupil's needs and inform the revised support in light of the pupil's progress. Where a pupil has an Education and health care plan (EHCP), the LA and school must review the plan at least once a year for children over 5 and twice a year for children under 5.

Generation of a 'Success Plan' for a Child

Following a review of the strategies, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child: -

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour policy used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The Success Plan will be generated in full consultation with the class teacher, the SENDCO, parents, the child and in some cases, outside agencies, who may be involved with the child. Together, a Success Plan will be generated with the child at its centre. Long term goals will be considered and then the short-term goals that will be needed to fulfil these longer-term goals.

The Success Plan will evidence: -

- The child's view.
- The views of their parents/carers.
- What is important to the child?
- How best to support the child.
- What is important for the child (e.g. health or communication needs)
- How the child learns.
- What is and isn't working for the child.
- Shared action plan with short term targets included.
- Support required.
- Review against targets.

The Success Plans will be jointly reviewed three times a year and a meeting with the parents will be arranged.

Requesting a EHC plan

Where, despite all of our best endeavours and evidence of at least three cycles of Plan, Do and Review, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a needs assessment for an EHCP.
However, this may or may not result in the LA issuing an EHCP. Where a child has an EHCP, we will carry out an annual review which parents, child, the LA, outside agencies, SENDCO and the class teacher will be invited to attend.

The EHCP will ensure a collaborative, joined up approach to support the child. There will be a single point of contact appointed called the SEND Lead Worker who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Criteria for exiting the SEND Register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they will be removed from the SEND register and their needs will be met through Quality First Teaching. The pupil will be placed on our Monitoring list to monitor ongoing progress.

Supporting Pupils at school with a Medical Condition

We recognise that pupils at our school with medical conditions need to be fully supported to allow them full access to education, including school trips and physical education. If children have a disability, we will comply with the duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care Plan.

Transition arrangements

Starting school – All children starting Reception at St John's are visited in their Nursery setting. Discussions are held between EYFS Leader, class teacher, families and nursery settings to ensure a smooth transition for all children. If it is deemed necessary an enhanced transition can be arranged. Please see EYFS Policy for more information. For children starting with an EHCP – SENDCO and class teacher will attend a TAF at the child's nursery provision with all supporting agencies to ensure a smooth transition.

Secondary Transfer - Children who have special needs without an EHCP will have any SEND records forwarded along with routine records to their secondary school. In the summer term, local secondary schools send along representative teachers to meet with Year 6 teachers and to discuss the needs of individual pupils. The SENDCo liaises with the SENDCo from the secondary school, and the parents and children with EHC Plans in the summer term. Secondary transfer is discussed at the Annual Reviews of children with EHC Plans in Year 5.

Transfer to other schools - When a child transfers to another Primary school the SEND profiles are passed on. The SENDCo will make contact with the SENDCo of that school if further information is needed.

Parent/Carer Voice

Parents/carers are important partners in the effective working relationship with the academy in raising

their child's attainment. The Academy strives to ensure that parents/carers are fully involved in the identification, assessment and decision-making process in the academy. Parents'/carers' contribution to their child's education is valued highly by the staff in the academy.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child, the first port of call is the class teacher. The class teacher will then contact the SENDCO. If parents/carers feel the problem is not resolved they should contact the SENDCO directly. If the problem is then not resolves, the next contact is the Headteacher or the SEN Governor. The complaints policy is also available through the school's website.

Monitoring and evaluation arrangements

This policy will be reviewed on an annual basis.
The process of review will involve the SENDCo, the SENDCo link governor and the Headteacher.
The review of the policy will take into account:

- Staff awareness of students with SEND at the start of the academic year.
- How students are identified as having SEND.
- The progress made by students with SEND at the school.
- Whether students with SEND feel safe, valued and included in the school community.
- Any recommendations from Ofsted or the LA about improving practice.
- Feedback from students and parents/carers.

This policy will be updated when any new legislation, requirements or changes in procedures or personnel take place during the year