

# **St. John's C of E Primary School**



## **SEND Policy**

## **CONTENTS**

**SECTION 1: BELIEFS AND VALUES**

**SECTION 2: AIMS AND OBJECTIVES**

**SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

**SECTION 4: A Graduated Approach to SEN Support**

**SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER**

**SECTION 6: SEEKING EXTERNAL SUPPORT**

**SECTION 7: CRITERIA FOR EXITING THE SEN RECORD**

**SECTION 8: SUPPORTING PUPILS AND FAMILIES**

**SECTION 9: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

**SECTION 10: MONITORING AND EVALUATION OF SEND**

**SECTION 11: TRAINING AND RESOURCES**

**SECTION 12: ROLES AND RESPONSIBILITIES**

**SECTION 13: STORING AND MANAGING INFORMATION**

**SECTION 14: REVIEWING THE POLICY**

**SECTION 15: ACCESSIBILITY**

**SECTION 16: DEALING WITH COMPLAINTS**

**SECTION 17: BULLYING**

# St John's C of E Primary School

## Special Educational Needs Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (4/14)
- The National Curriculum in England Key Stage 1 and 2 framework document (9/13)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### **RESPONSIBILITY**

Those responsible for managing St John's C of E Primary School provision for children with SEN are:

- The SENCos, Elizabeth Earle and Carol Fotheringham, who are members of the Inclusion Team and SLT.
- The Head of sites, Louise Bonter (Head of EYFS & KS1) and Christopher Gibson (Head of KS2).
- The SEN Governor, Donna Hirst

These can be contacted via school office - [info@stjohns.oldham.sch.uk](mailto:info@stjohns.oldham.sch.uk) or 0161-681-5270 (EYFS/KS1) or 0161-681-5713 (KS2)

### **SECTION 1: BELIEFS AND VALUES**

St John's C of E Primary School believe that all children should have access to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. For some children this will mean the school making special provision within the curriculum to meet their individual needs. All achievements of our pupils will be recognised and celebrated, with successes rewarded where appropriate. St John's C of E Primary School is committed to providing an environment that allows children with disabilities full access to all areas of learning.

Every teacher is a teacher of every child including those with SEN.

This policy was developed by the SENCos in consultation with all staff and the Governing Body. It has been shared on the school website, in the spirit of the current reform and reflects the SEND Code of Practice, 0-25 guidance.

### **SECTION 2: AIMS AND OBJECTIVES**

#### **AIM (THE LONGER VIEW)**

At St John's C of E Primary School we aim to raise the aspirations of and expectations for all pupils with SEN.

#### **OBJECTIVES**

1. To identify pupils who have special educational needs and other additional needs, including disability or a medical condition.
2. To create an environment and additional provision that meets the needs of these children, enabling them to participate in all areas of school life.
3. To assess and monitor the effectiveness of this provision.
4. To work within the guidance provided in the SEND Code of Practice, 2014.
5. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Policy.
6. To provide relevant support, advice and training for all staff.
7. To involve parents and carers in discussions about their child's SEN and the proposed provision for them, through Parental Conversations and/or Person Centred Planning/Review meetings.
8. To liaise closely with all those involved with the child to ensure monitoring of progress and continuity of approach.
9. Wherever possible to consider the views of the child.
10. To liaise effectively with those working with the child in the future to ensure transfers between classes and to other schools are successful.

### SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Special educational provision is matched to each child's identified SEN. Children's special educational needs are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St John's C of E Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

The following are additional factors which may impact on progress and attainment, but alone do not constitute SEN:

- Disability (the Code of Practice outlines the "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
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child's behaviour will be described as an underlying response to a need. At St John's C of E Primary School we will endeavour to recognise and identify these needs through our understanding and knowledge of the particular child.

We use a variety of assessment tools, observations, discussion with parent/carers and liaison with external agencies to determine the needs of each child.

### SECTION 4: A Graduated Approach to SEN Support

- 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.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- We review the quality of teaching for all pupils, including those at risk of underachievement. This includes, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and developing knowledge of the SEN most frequently encountered.
- The teacher and SENCOs consider all of the information gathered from within school and provided by external agencies in order to decide whether to make special educational provision.
- For higher levels of need, we draw on more specialised assessments from external agencies and professionals such as Speech therapists, Educational Psychologists and Advisory teachers (QEST).
- The decision to place a pupil on the SEN record is not taken lightly. Prior to this the teacher will, overtime have regularly **assessed** the child, **planned** appropriately (including differentiation, group interventions, adapted resources etc.), **implemented** the plan, and **reviewed** its effectiveness. This cycle of **ASSESS – PLAN - DO – REVIEW** is part of the class teacher's practice with all children in the class.
- Pupils are only identified as SEN if they do not make adequate progress once they have had all these intervention/adjustments and good quality teaching.
- If a child is not making progress despite the above, the teacher makes a referral to the SENCo, who decides on the next step.
- If the SENCo considers that the child might have SEN they will carry out further assessment and possibly seek advice from an external professional.
- Depending on the outcome of the assessment the child might be placed on the SEN register and, in discussion with the parents, the next cycle of the **ASSESS – PLAN - DO – REVIEW** then starts.
- Whether the child is deemed SEN or not, the teacher makes further adjustments to provision in following discussion with the SENCo.
- The cycle over time, could include the child no longer being defined as having SEN.

- We believe partnership with parents and professionals is the key to success. We liaise with parents about their child's provision and progress at the following times
  - At parental conversations in the Autumn and Spring term
  - At a transition review in the Summer term
  - By sharing additional support plans when a need has been identified
  - By additional meetings with the class teacher or SENCo if the teacher or parent/carer wishes to discuss anything regarding their child

## **SECTION 5: MANAGING PUPILS NEEDS ON THE SEN REGISTER**

There is a single category of support known as **SEN SUPPORT**. However, leading into this we have procedures that we follow to record the actions we take leading to determining that a child has SEN and then for monitoring their support and progress.

- Weekly PPA time allows teachers to prepare the learning of the pupils in the class based on good quality formative assessment carried out by teachers and support staff.
- During termly class assessments (PIRA & PUMA), needs are identified and prioritised and deployment of support or adaptations of provision are considered. Data of attainment and progress is entered into iTrack for analysis.
- Outcomes from termly assessments are brought to the SENCo and referrals of children of concern may arise.
- Class teachers complete a class timetable identifying any additional support that is in place, the children who will receive it and the member of staff delivering it.
- The SENCo, using this information, completes a class profile and a summary of children with additional support plans.
- Individual Action Plans are completed termly by the class teacher and parents for children with identified SEN (during Parental Conversations).
- Individual Action Plans are completed termly by the class teacher and SENCo for children with an EHCP.
- If possible, the child attends the end of the meeting with Class teacher, SENCo and Parent/Carer(s) so they are able to hear from these key adults what they are doing well and what is expected of them. The child and parents then signs the IAP, to show their willingness to try to meet these targets.
- SEN provision is outlined in our School Information Report.

## **SECTION 6: SEEKING EXTERNAL SUPPORT**

External specialist services may be consulted and the following referral documentation can be part of the process for applying for additional funding and support from outside school.

The school pays an annual fee to access Oldham's Additional & Complex Needs Service (ACNS) which is made up of a number of different but complimentary professionals who work with children, staff and parents /carers to improve outcomes for children and young people and consists of:

- Counselling Service (Healthy Young Minds)
- Educational and Child Psychology
- Hearing Impairment Service
- Visual/Physical Impairment
- Quality and Effectiveness Support Team (QUEST)

If we identify we are unable to fully meet the needs of a pupil through our own provision arrangements we need the following to support an application for additional funding from the LA High Needs Block

- Evidence of lack of progress over time - assessment data and SEN plan reviews
- Evidence of the funding the school has deployed to address needs
- Evidence of input by an external professional
- Evidence of the child's SEN - rigorous assessment by SENCo
- Evidence of parent/carer's view – this cannot be pursued without active support from parent/carer
- Evidence of child's view as appropriate

With this evidence, a request for an Education Health & Care Plan (EHCP) may be considered which can come from the school or from parents/carers. An EHCP brings the child/young person's education, health and social care needs into a single, legal document.

- More information on applying for an EHC assessment, including timescales, can be found at: [https://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities\\_local\\_offer/1442/education\\_health\\_and\\_care\\_plans\\_ehc\\_plans](https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities_local_offer/1442/education_health_and_care_plans_ehc_plans)

Guidelines and referral forms can be downloaded from:

[https://www.oldham.gov.uk/downloads/file/4361/g1\\_oldham\\_guidelines\\_checklist\\_and\\_referral\\_form\\_for\\_ehcp\\_guidelines\\_for\\_needs\\_assessment\\_v1](https://www.oldham.gov.uk/downloads/file/4361/g1_oldham_guidelines_checklist_and_referral_form_for_ehcp_guidelines_for_needs_assessment_v1)

The following is an outline of this process:

- **Requesting an EHC needs assessment** – this request can come from the school, parents or another professional who works with the child.
- **Deciding whether to conduct an EHC needs assessment** - Once the LA receives a request they have up to six weeks to decide whether to carry one out. During that time, they will ask parents/carers the young person themselves and others – such as the school or other setting – for information to help them make that decision.
- **Conducting an EHC needs assessment** - The assessment includes seeking information and views from the parents/carers and the child, as well as people who work with the child/young person, such as class teachers, doctors and educational psychologists.
- **Deciding whether an EHC plan is needed** - After the local authority has made its assessment, it will then decide whether or not an EHC plan is necessary.
- **Preparing an EHC plan** - If the local authority decides to proceed with an EHC plan, they will work closely with parents/carers and the child/young person to make sure that the plan takes full account of views, wishes and feelings. The first draft will not include a named school, but parents will be asked to name a school when they respond to the first draft.

Once an EHC plan has been finalised, the local authority has to ensure that the special educational support in section F of the plan is provided, and the health service has to ensure the health support in section G is provided.

The local authority will review the child/young person's EHC plan at least every 12 months. That review will include working with parents/carers/child/young person and asking what they think and what they would like to happen.

As a school we endeavour to help all key adults around a child to have a common understanding and if at all possible a common approach. We recognise that privately funded therapists can also be significant adults for a child. If a parent has paid for a privately funded therapist, the SENCo can talk to liaise to help achieve this common understanding.

Advice from private therapists will be considered and implemented if it is compatible with the school ethos and will not conflict with the education provided at school for the child and the other children in the class / school. The school will, if they feel it is required, seek further advice from the services we buy into (ACNS) regarding any additional advice received from private therapists.

## SECTION 7: CRITERIA FOR EXITING THE SEN RECORD

If a child with SEN makes sufficient progress so that they are no longer a concern (i.e. the gap between the child and their peers has narrowed, or bridged) they are removed from the SEN Record and continue to be monitored through the **ASSESS – PLAN – DO - REVIEW** cycle previously described. SEN file overview ?? They may remain on the inclusion register as a 'Cause for Concern' to ensure that if additional support is removed, the child continues to make progress similar to that of their peers.

## SECTION 8: SUPPORTING PUPILS AND FAMILIES

- The link to the **LA local offer** can be found on the school website – [https://www.oldham.gov.uk/info/200368/children\\_with\\_disabilities](https://www.oldham.gov.uk/info/200368/children_with_disabilities)
- St John's C of E Primary School follows the admission arrangements as set out by Oldham LA which can be accessed from their website: [https://www.oldham.gov.uk/info/200327/admissions/1138/apply\\_for\\_a\\_primary\\_school\\_place](https://www.oldham.gov.uk/info/200327/admissions/1138/apply_for_a_primary_school_place)
- The School provides an **SEN Information Report** on the website.
- The School website provides links to other agencies who can support the family and pupil

- Induction and Transition arrangements are set out in the School's Induction and Transition Policy which can be accessed from the school website. This includes individual provision for children with SEN.

## **SECTION 9: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school 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 (SEN) 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.

The school has a policy on **Managing the medical conditions of pupils** and this can be accessed from the school website

## **SECTION 10: MONITORING AND EVALUATION OF SEND**

At St John's C of E Primary School we regularly and carefully monitor and evaluate the quality of provision we offer all pupils.

We do this by:

- Providing a detailed termly report to the SEN Governor.
- Analysing data from class reviews
- Evaluating the impact of additional support.
- SLT and SENCo monitoring of teaching, providing feedback and addressing training needs
- Ensuring there is a named SEN governor

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **SECTION 11: TRAINING AND RESOURCES**

The school receives funding for SEN under three main headings:

- **Element 1: an amount of money for each pupil in the school** - Schools get money for each pupil, based on actual pupil numbers. This is called the Age Weighted Pupil Unit (AWPU) and it is part of schools' delegated funding. Some of this money is for general SEN provision. This might, for example, include the cost of providing the Special Educational Needs Coordinator (SENCO) and some other resources.
- **Element 2: SEN specific funding** - This is to provide SEN support for children who need it. This is support that is additional to or different from the support that most other children get. SEN support is for children who used to have help through School Action and School Action Plus.
- **Element 3: top-up funding** - Where a school has children needing very expensive provision which might absorb a lot of the SEN support funding, the school can request additional funding. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children, if the school can show it is necessary. You can find details of how this funding is allocated in the Local Offer [http://www.oldham.gov.uk/info/200368/children\\_with\\_disabilities](http://www.oldham.gov.uk/info/200368/children_with_disabilities)

## **SECTION 12: ROLES AND RESPONSIBILITIES**

The School has an **Inclusion Team** which has responsibility for overseeing the inclusive practice and pupil welfare in our school and monitoring the progress made by individuals and groups. The team consists of:

- The SENCos, Elizabeth Earle and Carol Fotheringham, who are members of the Inclusion Team and SLT.
- The Heads of sites, Louise Bonter (head of EYFS & KS1) and Christopher Gibson (head of KS2).
- The SEN Governor has a responsibility to champion the issue of SEN within the work of the governing body and to have specific oversight of the school's arrangement and provision for meeting SEN.

## **SECTION 13: STORING AND MANAGING INFORMATION**

Each child's primary school record is retained at the school for the length of time that the pupil remains at the school. The record is transferred on to the child's next school when they leave. This record may contain:

- Admission forms
  - Annual Written Report to Parents
  - Any information relating to a major incident involving the child (either an accident or other incident)
  - Referrals to any agencies or support service together with related reports or correspondence
  - Any reports written about the child
  - Any information about a Statement of Special Educational Needs and support offered in relation to the statement (or reference made to an accompanying SEN File)
  - Any information about EAL intervention
  - Any relevant medical information
  - Child protection reports/disclosures (stored in the file in an envelope clearly marked as such or reference made to an accompanying file)
  - Any information relating to fixed-term or permanent exclusions
  - Any correspondence with parents or outside agencies relating to major incidents or concerns
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- Special Educational Needs Files, including reviews and Individual Education Plans, are retained at the school for the DOB of the child +25 years.

#### **SECTION 14: REVIEWING THE POLICY**

This policy will be reviewed annually by the SEN and the Governing Body.

We continue to explore the most effective ways to gain the views of parents and children on the working of our current SEN arrangements. This will inform how we prepare for reviews to the SEN policy in the future.

#### **SECTION 15: ACCESSIBILITY**

The school has an Accessibility Plan and an Equality Plan which describes current targets, strategies and outcomes of the schools successful accessibility planning approach.

#### **SECTION 16: DEALING WITH COMPLAINTS**

The School has a Complaints Policy which can be accessed on the school website.

#### **SECTION 17: BULLYING**

St John's C of E Primary Schools have a Behaviour and Anti-Bullying policy that can be accessed via the school website.