



SAINT JOHN'S

# Special Educational Needs and Disabilities (SEND) Policy

Designated Member of Staff	Inclusion Lead
Committee with responsibility	Curriculum and Standards
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	December 2021	Review and re-formatting of the policy
2	February 2022	Further review
3	May 2022	Reviewed and ratified at T5 FGB meeting
4	May 2023	Reviewed and ratified at T5 FGB meeting
5	May 2024	Reviewed and ratified at T5 FGB meeting
6	June 2025	Reviewed and ratified at T6 FGB meeting
7	June 2026	Reviewed and ratified at FGB 10

## Introduction

Saint John's CE Primary School is a school "where we all flourish" and, as such, values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to remove barriers to learning and raise pupil achievement, as well as increasing physical and curricular access for all. All children with SEND are valued, respected and equal members of the school. Provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The Governing Body, Head teacher, Inclusion Lead and all other members of staff have important responsibilities.

## Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND.
- To enable pupils with SEND to maximize their achievements
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum including the Early Years Foundation Stage and the National Curriculum, as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account.

This policy has been written with the collaboration of the whole staff and has links with other school policies including:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Equality Policy
- Looked After Children Policy

## Roles and responsibilities

The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for children with SEND. They are responsible for establishing appropriate staffing and funding arrangements and maintain a general oversight of the school's work. There is a SEND governor who takes a particular interest in the school's work on behalf of children with SEND.

**SEND Governor: Rachel Wadsworth**

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The Headteacher has responsibility for the management of all aspects of the school's work, including provision for children with SEND. The Inclusion Lead keeps the governors fully informed, informally through discussion and formally through the Headteacher's reports six times a year.

All teaching and non-teaching staff are involved in the development of the school's SEND policy and are aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.

The Inclusion Lead works with the Headteacher and Deputy and other teachers in the school and is closely involved in the strategic development of the SEND policy and provision. The Inclusion Lead has responsibility for the day to day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND, particularly for My Plan, My Plan Plus and EHCP pupils. She is also responsible for liaising with parents and outside agencies such as the Educational Psychology Service, the Advisory Teaching Service, Health professionals and the Education, Performance and Inclusion team at GCC.

**Inclusion Lead: Debbie Kimber**

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### **Admission Arrangements**

The Headteacher is responsible for the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEND.

### **Specialised Provision**

There is level access, including for wheel-chairs, into the main school building by means of the junior and infant entrances. A disabled toilet is also available. Drugs can only be administered to a child by a First Aider (or a designated member of staff), when a permission form has been filled in by parents.

### **Allocation of Resources**

The budget is used towards the funding of the Inclusion Lead and Teaching Assistants and for training courses and additional resources.

## Identification

At Saint John's, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’*

In line with the National SEN Code of Practice (2014), children's needs can be identified through a number of routes:

- There may be an expression of concern made at any time by a teacher, parent or the pupil involved.
- There may be a previous record from another school or early education setting.
- There may be a difficulty highlighted through implementation of the school assessment policy.

Once a child has been identified, the class teacher will inform the Inclusion Lead who will inform the Headteacher and Deputy. The Inclusion Lead and class teacher will meet with the child's parents to discuss the child's strengths and areas for development and the My Plan.

## Assessment

The school has a variety of assessment materials which may be used to establish precise information regarding the ability of a child. The Inclusion Lead will also refer to the Gloucestershire SEN Guidance 2014 to ensure that the child is placed on the appropriate stage of the SEND register, this being either My Plan, My Plan Plus or EHC Plan.

## Provision

- The class teacher will differentiate work for the children on the SEND register within the classroom setting to address the needs of the child and ensure access to the curriculum
- Each child on the SEND register will have an Individual Education Plan (My Plan) that is written by the class teacher, in conjunction with the child. My Plans contain short term, highly specific outcomes that can be readily assessed. The provision may be carried out by the class teacher, support staff or suitable volunteer helpers.

- Children may work, with support, on their targets outside the classroom for short periods of time, either on a one to one basis or in small groups.
- The first stage of provision for pupils is recorded as My Plan. In the event of a need for involvement of an external agency (for example, the Educational Psychology Service) the level of provision will be recorded as My Plan Plus. Children at the stage of My Plan Plus will also have work differentiated to allow them to access the curriculum
- If a child has an EHCP, they will be provided for under the terms of that Plan. Generally, a TA is funded for a certain number of hours a week by the School and Local Authority although this may not always be the case. The TA works closely with the class teacher to ensure that the objectives of the EHCP are met and that the child's My Plan is appropriate to his or her needs.
- Equipment, e.g. coloured overlays and suitably adapted writing equipment will be provided if considered necessary by staff.
- Where a child and family would benefit from co-ordinated support from more than one agency, an Early Help Assessment may be used to identify help required and to prevent needs escalating.

## **Reviews**

My Plans are reviewed constantly by the class teacher, with formal review meetings with parents twice a year. Outcomes are reviewed by the teacher and teaching assistant; the pupil is talked through the outcomes and given a chance to comment and parental views are sought at the meeting. Each meeting is attended by the class teacher, the Inclusion Lead when available, and in the case of a child at My Plan Plus, a representative of any outside agencies where possible. At the annual review meeting of an EHCP pupil, parents, a relevant member of the local authority and representatives from relevant outside agencies are invited. At all these meetings, the parents' views are sought and a copy of the new My Plan is given at the meeting or forwarded afterwards.

## **Partnership with Parents**

In accordance with the SEN Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision

## **Arrangements for Dealing with Complaints from Parents**

Please refer to the Complaints Policy – available on the school website. It is the Local Authority's responsibility to provide for independent resolution of disagreements between parents and LAs or schools. In Gloucestershire, the Partnership with Parents Service works with schools to promote effective working with parents. Parents are given information about the Partnership with Parents Service (part of the Special Educational Needs Support Service) when a child is first put on the SEND Register. The Service aims to inform, advise and support parents of children with special educational needs and in the event of a disagreement to help parents and professionals to work together in partnership to reach a successful outcome for all involved.

## **Partnership with Children**

It is essential that our pupils with special educational needs are consulted and their views respected. They are often the best judge of their own needs and lasting learning is better achieved with positive participation. Pupils are given choices when setting targets, where appropriate, and are encouraged to evaluate their learning and achievements by contributing to their reviews.

## **Access to the Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEND are taught for most of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff, in their planning and teaching, strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the Inclusion Lead, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

## **Access to the Wider Curriculum**

In addition to the statutory curriculum, the school provides a wide range of additional activities. These include lunchtime and after school clubs, as well as the opportunity to go on a week's residential trip before the end of Year 6. Pupils with SEND are actively encouraged to join in and benefit from these activities.

## **Monitoring and Evaluating the Success of the Education Provided for Pupils with SEND**

The school, including the Governing Body, is committed to a regular and systematic evaluation of the effectiveness of its work. The school employs various methods to gather data for analysis including:

- Regular observation of teaching by the Head teacher and subject leaders
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Success rates in respect of My Plan outcomes
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils
- Regular monitoring by the Governing Body
- Regular meetings between Inclusion Lead, Head/Deputy, class teachers and assistants.

## **Links with Other Schools, Teachers and Facilities**

The school is able to access Special Educational Needs Support Services in order to support children. These services include:

- The SEND Casework Management Team
- Advisory Teaching Service
- The Educational Psychology Service
- Children's Speech and Language service
- Children and Young People's Services

Child health services, social services and other groups including voluntary organisations can also be contacted to provide support for the school and for the parents.

## **Arrangements for transition information from previous settings and to new settings**

The school actively seeks transition information and has a systematic approach for ensuring that information is received from previous schools and transferred to a receiving school.

If a new pupil arrives without transitional information, the school administrator telephones the previous school.

When a pupil transfers to or from another school, the Designated Safeguarding Lead ensures that all Safeguarding information is transferred and the School Administrator ensures that the CTF transfers. Further information regarding individuals will be obtained or sent where relevant, for example, the SENCo or Head Teacher may speak with the relevant school to gain appropriate information and any school records or work examples.

## **Arrangements for In-Service Training**

The Inclusion Lead regularly attends courses and SENCO Cluster Meetings which provide a forum for discussion and support.

The profile of SEND is kept high by means of a regular slot in the weekly staff meeting. At this time, the Inclusion Lead will disseminate information, introduce resources and arrange meetings with the staff to discuss My Plans and forthcoming reviews. Outside speakers are also invited to run in-service training sessions.

All members of staff including teaching assistants and mid-day supervisors are encouraged to attend courses and all staff have been given access to the National College training. Newly qualified teachers and staff new to the school are provided with a mentor and the Inclusion Lead will ensure that s/he is comfortable with all areas of the schools SEND Policy and procedures.

## **Child Protection and Safeguarding for Children with SEND**

As a school, we are aware that additional barriers can exist when recognising abuse and neglect in this group of children and we will ensure any indicators of possible abuse are identified early and not assumed to be related to a child's SEND.

**Designated Safeguarding Lead (DSL): Victoria Beevers (Head Teacher)**

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