

SEND

Policy



Policy

Reviewed: July 2024
To be reviewed: July 2025

St. John's C.E. (C) Primary School
Policy on Special Educational Needs and/or Disability (SEND)

Rationale

In keeping with the Christian ethos of the school and our mission statement, we strive to create an environment which is inclusive. We believe that all children are important and that all children will have the best provision possible.

At St John's Primary School, we provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that may mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess children as required, and make the appropriate provision, based on their identified needs.

Aims and objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to provide a personalised curriculum for those pupils for whom the main curriculum is inappropriate;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Practice and procedures

At St John's Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We achieve this through the removal of barriers to learning and participation and by making all reasonable adjustments to the environment. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and interaction;
- planning to develop children's understanding through the use of all their senses and through varied experiences;
- planning that supports children's difficulties with cognition and learning, and making adjustments to support all to participate in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special educational needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN Support. The child's class teacher will offer interventions that are different from, or additional to, those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Special Educational Needs & Disability Coordinator (SENDSCO), if not already involved, will become involved if the teacher and parents/carers

feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs.

We will record, using an internal recording system, the strategies used to support the child. This will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term and parents will be kept informed of this process. For some children, a greater level of support may be required and an SEN Support plan (Assess, Plan, Do, Review plan) may be used to plan in greater detail the provision required for an individual child.

If it is felt that support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care (EHC) plan may be made to the Local Authority (LA). A range of written evidence about the child will support the request. This can be a lengthy process due to the time scales and legislation outlined by the Department of Education and the Local Authority. An EHC Plan does not automatically mean that a child needs to be 1 to 1 with an adult at all times. This is dependent on the needs of the individual child.

In our school, the SENDCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as one of the links with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. Every school must also have a 'responsible person' to oversee SEND. At St John's this is the Head Teacher. The Head Teacher ensures that all those who teach a pupil with an EHC plan are aware of the nature of the plan.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENDCO meet annually to agree on how to use funds directly related to statements/EHC plans. This is then reviewed throughout the year and necessary amendments are made.

Assessment

Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENDCO works closely with parents/carers and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Where it has been identified that children can not access the National Curriculum, children are assessed using the Bradford tool kit and these children then work on the small steps identified in PIVATS so that they can access a bespoke English and Maths curriculum tailored to their needs.

Where appropriate the school will seek advice from specialist provision and/or the educational psychologist in order to identify the best way to support an individual.

The LA seeks a range of advice before allocating an EHC plan. The needs of the child are considered to be paramount in this.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

This includes children who access our Rainbow provision unit which is tailored to meet their individual SEND needs. This runs every morning and is carefully planned for by the SENDCO's. Delivery of lessons is carried out by SENDCO's and a Higher Level Teaching Assistant. Support staff also work in the unit under their guidance. Children who work in the provision work with their class peers on an afternoon or when there are key events such as a visitor or a trip taking place.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Inclusion and Equality

In line with our duties under the Equality Act (2010) and as set out in our Equality Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

This policy takes account of the revised Code of Practice. (June 2017)

Policy Monitoring and Review

This policy will be reviewed annually or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools.

Each classroom has a copy of the policy; accessible by all stakeholders. An electronic copy is stored on the shared network under 'Policies' and a copy is available on the school website. Governors have access to a complete set of policies housed in the Head Teacher's office.

Policy produced by E. Brunton **Date:** 09.07.24

Approved by (Chair of Governors): **Date:**

Review Date: July 2025

All stakeholders have access to this policy. Policies are available in electronic format, large print or linguistic translation.