



Special Educational Needs & Disabilities Policy



Last Reviewed by Governing Body: January 2023

Date of next review: January 2024

St John's C of E Primary School Special Educational Needs Policy

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“Let your light shine before others”

Matthew 5:16

Our mission is that:

We aim to provide pupils with high quality teaching and learning, so that they can become effective life-long learners, striving for excellence.

We aim to demonstrate clear Christian characteristics and values, whilst at the same time, encouraging recognition of and respect for other faiths.

We value greatly school, home and parish connections.

Our vision is to:

Empower creative independent thinkers, who are resilient to challenges, in readiness for our diverse and ever-changing world.

Our Scripture Reference that runs through all that we do in school is:

“Let your light shine before others” - Matthew 5:16

Our Core Values are:

Service Hope Integrity Nurture Empathy

SHINE

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 SEND 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 SEND are:

- **The SENDCo**, Miss Elizabeth Earle
- **The Headteacher** Miss Louise Bonter
- **SEND Governor** Mrs Janet Yarwood

These can be contacted via school office - info@stj.fa1.uk or 0161-694 8096

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. 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 SEND.

This policy was developed by the SENCo 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 SEND Policy.
6. To provide relevant support, advice and training for all staff.
7. To involve parents and carers in discussions about their child's SEND and the proposed provision for them.
8. To liaise closely with all those involved with the child to ensure monitoring of progress and continuity of approach.
9. To consider the views of the child wherever possible.
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 interEducation
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 Education 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 SEND 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 SEND 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 SEND register 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 (APDR)** is part of the class teacher's practice with all children in the class.
- Pupils are only identified as SEND 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 SEND 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 SEND register and, in discussion with the parents, the next cycle of the **ASSESS – PLAN - DO – REVIEW** then starts.
- Whether the child is deemed SEND or not, the teacher makes further adjustments to provision in following discussion with the SENCo.
- The cycle over time, could mean that 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 SEND REGISTER

There is a single category of support known as **SEND SUPPORT**. However, leading into this we have procedures that we follow to record the Educations we take leading to determining that a child has SEND 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 (NFER), needs are identified and prioritised and deployment of support or adaptations of provision are considered. Data of attainment and progress is entered into Arbour 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 Education Plans are completed termly by the class teacher and parents for children with identified SEND (during Parental Conversations) with the SENCo if required.
- 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.
- 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:

- Educational and Child Psychology
- Hearing Impairment Service
- Visual/Physical Impairment
- Quality and Effectiveness Support Team (QEST)

We also have access the following external agencies:

Oldham's **Speech & Language Therapy Service** for specific speech, language & communication needs
The **School Nurse** is available to contact on issues of a medical nature if required.

Occupational Therapy service (OT) for pupils who have been assessed following referral through a paediatrician.

Community Paediatrician for concerns over ASD, ADHD and to
Early Help or **CAMHS** for behaviour and mental health issues.

* LA system currently under review with access via alternative method

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 SEND 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 SEND - 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: [Education, Healthcare Plans \(EHCP\) | Education, Healthcare Plans \(EHCP\) | Oldham Council](#)

All EHCPs are now accessed through Oldham's new Digital Hub at:

<http://ehchub.oldham.gov.uk/>

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 SEND RECORD

If a child with SEND 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 SEND Register and continue to be monitored through the **ASSESS – PLAN – DO - REVIEW** cycle previously described. They may remain on the register for Monitoring purposes 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
- 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/201167/apply_for_a_primary_school_place
- The School provides a SEND **Information Report** on the website.
- The School website provides links to other agencies who can support the family and pupil

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 monitor and evaluate the quality of provision we offer all pupils.

We do this by:

- A termly update to the SEND Governor.
- Using data from Arbour and review meetings.
- Evaluating the impact of interventions.
- SLT monitoring of teaching, providing feedback and addressing training needs.
- Ensuring there is a named SEND 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 SEND 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 SEND provision. This might, for example, include the cost of providing the Special Educational Needs Coordinator (SENCO) and some other resources.
- **Element 2: SEND specific funding** - This is to provide SEND support for children who need it. This is support that is additional to or different from the support that most other children get..
- **Element 3: top-up funding** - Where a school has children needing more expensive provision which might absorb a lot of the SEND support funding, the school can request additional funding. 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

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 SENCo, Miss Elizabeth Earle
- The Headteacher, Miss Louise Bonter
- The SEND Governor Mrs Janet Yarwood

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 SEND 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
- 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 SENCo 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 SEND arrangements. This will inform how we prepare for reviews to the SEND 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 school's 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.