



St John's C of E VA First School

Special Educational Needs and Disability (SEND) policy



'Together we have roots to grow and the wings to fly.'

This policy should be taken as part of St. John's C. of E. First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.

Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
	September 2023	Teresa Gilbert	September 2024

Ratification

Role	Name	Signature	Date
Chair of Governors	Claire Levene Plumb	CLAIRE LEVENE PLUMB	
Head Teacher	Teresa Gilbert	TERESA GILBERT	
DSL	Teresa Gilbert	TERESA GILBERT	

Details of Policy Updates

Date	Details

1. Aims

- To identify children with special educational needs and disabilities (SEND) at the earliest opportunity and ensure that they receive the most effective support.
- To ensure that children with SEND have access a broad curriculum.
- To recognise that all teachers are teachers of SEND. All class teachers are responsible for the educational development of all children in their class.
- To ensure that all learners make the best possible progress.
- To ensure parents understand the needs of their child and are fully involved in the SEND review process.
- To ensure that learners express their views and are involved in decisions that affect their education where appropriate.
- To promote effective partnerships with outside agencies.

2. Compliance and core principles

This policy was developed by the school's SENDCo (Special Educational Needs and Disability Coordinator) and SEND Governor in consultation with the Senior Leadership Team (SLT), school staff, governors and parent carers. It will be reviewed annually.

The policy is written in line with the statutory requirements laid out in the *SEND Code of Practice: 0 to 25 years* (Department for Education and Department of Health, June 2014) and has been written with reference to the following guidance and documents:

- *SEND Code of Practice* (2015)
- Special Educational Needs and Disability Regulations (2014)
- *Schools SEND Information Report Regulations* (2014)
- *Statutory guidance on supporting pupils at school with medical conditions* (April 2014)
- *Equality Act 2010: advice for schools* (Feb 2013)
- *The National Curriculum in England: Key Stage 1 and 2 framework document* (Sept 2013)
- *Teachers' Standards* (Sept 2012)
- *Schools Admissions Code* (Feb 2012)
- Equality Act (2010)
- Children and Families Act (2014)
- Effective Support for Children and Young People with Special Educational Needs and Disabilities (SEND) and Their Families in Somerset (Updated Feb 2020)

This policy should be read in conjunction with the following school policies:

- Accessibility Policy & Plan
- Relationships for Learning Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Supporting Pupils with Medical Conditions & Allergy Management Policies

3. Responsibilities for coordination of SEND provision and inclusion

3.1 Governors

The named SEND Governor is Louise Williams. The governing body, in cooperation with the Headteacher, shall determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The SEND Governor liaises with the school's SENDCo as appropriate to keep up to date with requirements.

The Governing Body are informed of pupil progress at least annually and, where appropriate, more frequently.

3.2 Headteacher

The Headteacher is Mrs Teresa Gilbert. The role of the Head teacher is to work with the SENDCo, Senior Leadership Team and governing body to establish a clear vision of the provision and resources available to the school.

3.3 SENDCo

The school SENDCo is Mrs Teresa Gilbert (01.09.23 – 31.12.23) then Mrs Dawn Senior (01.01.24 onwards)

The SENDCo is a member of the Senior Leadership Team. The school SENDCo coordinates SEND provision throughout the school. The SENDCo has responsibility for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- monitoring the quality of SEND provision in the school and providing feedback to staff and the leadership team

- supporting the professional development of staff members to ensure that quality first teaching and appropriate support impacts positively on the progress that SEND pupils make
- applying for additional funding or support for pupils; making use of alternative provision and other opportunities available to the school and pupils
- monitoring outcomes for pupils with SEND and creating an action plan to develop provision and improve outcomes where required
- provide at least an annual report to the governing body informing them of key information linked to SEND provision and outcomes
- complete the SEND audit and use this to guide further school development

3.4 Teachers

- Meeting the needs of all children is the responsibility of all teachers.
- Teachers will follow the Graduated Response, using the Assess-Plan-Do-Review cycle, Universal barriers and strategies record and in-school assessment tools and resources to implement and monitor the effectiveness of provision for children with SEND.
- Class teachers will consult with and inform parent/carers of provision for any pupil who may have special needs. For children with High Needs, this may be in liaison with the SENDCo.
- Class teachers are responsible for adapting the curriculum and learning opportunities to support pupils in their class with SEND
- Class teachers must have high ambition and expectations for all pupils in their class.

3.5 School Business Manager

- The School Business Manager will ensure SEND monies are spent on SEND provision.
- The School Business Manager will create costed plans to ensure that appropriate funding is requested to support provision for pupils with SEND.

4. Identifying Special Educational Needs

4.1 Our aim is to identify where a child needs additional support at the earliest opportunity in each area. The SEND Code of Practice 2014 classifies SEND under four broad categories of need

- Communication and interaction needs.
- Cognition and learning needs.
- Social, emotional and mental health needs.
- Sensory and physical needs.

4.2 We identify special educational needs using the following criteria taken from the SEND Code of Practice 2014:

- Information provided by parents or other professionals on entry to the school or nursery
- The child's progress (in any area including social or emotional development):

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Children's progress is tracked carefully by class teachers and reviewed regularly, including at Pupil Progress and SLT meetings. Progress may be reviewed more frequently in individual cases.

4.3 There are many factors which are not SEND but may impact on progress and attainment:

- 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
- English as an additional language (EAL)
- Being in receipt of the pupil premium grant
- Being a looked after child
- Being a child of a serviceman/woman

5. A graduated approach to SEND support

As part of the Assess-Plan-Do-Review (ADPR) cycle:

- In the first instance any concerns will be addressed through Quality First Teaching in the child's class. This will include the use of the 'universal barriers and strategies record' to adapt the curriculum and ensure appropriate resources are used within the classroom.
- Where a child continues to make less than expected progress, the teacher will provide small group additional targeted, and sometimes personalised support. Parents will be informed that their child needs additional support and a **Universal Provision and Outcomes Plan** will be written, clearly stating expected outcomes, support to be put in place and strategies from the 'universal barriers and strategies record' document. This plan will be shared with parents and reviewed at the end of the term.
- This may include assessing their needs using appropriate assessment tools.
- If the support put in place doesn't lead to the desired outcomes the teacher will discuss the child with the SENCO. They may carry out additional assessments to provide more specialised, individual support.
- Pupils will then have an **ADPR** put in place. This plan must clearly state the child's needs, SMART targets, the provision to be put in place, by who and when it will be reviewed. This plan must be shared and discussed with the child's parents / carers and they should understand ways that they can also support their child at home.
- If in-school support does not have the desired impact, or if a child's needs require more specialist assessment, the SENDCo will refer to appropriate external support agencies to provide advice to the school on how to meet the child's needs.
- All interventions are reviewed at least termly by the SENDCo, teaching staff and/or SLT to measure their effectiveness.

- The graduated response is vital to ensure that pupils with SEND receive the appropriate support in school and that their progress is being tracked. The paperwork is also very important for supporting any subsequent requests for an Education Health Care Plan assessment. Everyone involved in the support of pupils must fulfil their role in this cycle.
- Parents and carers are involved through the following:
- Parents' evenings are held twice yearly with the class teacher to discuss children's progress and how their needs are being met. The SENDCo may also attend meetings with some parents / carers.
- For pupils being supported through SEND plans, parents will be asked to attend a short meeting with class teachers when plans have been reviewed and new plans are being put in place. Parents will be asked to sign their agreement to the plans / reviews and can add their views.
- Additional meetings can be arranged to meet with the class teacher as needed. These may include the SENDCo when appropriate.
- Where a child has an assigned learning-support-assistant, regular conversations about their life at home and school may take place to ensure the best support and communication.
- If there are any particular areas, which parents feel it would be helpful to target, to support to a child at school these should be raised in the first instance with their child's class teacher.
- Parents are informed verbally that their child needs to be placed on or removed from the SEND register. This will be confirmed in writing and a signature from the parent / carer is required to indicate their acceptance of this decision.

5.1 Some pupils will require other plans and records of support such as:

- Pastoral Support and Positive Handling Plan
- Behaviour and learning record
- ABCC records (detailing accounts of the child's behaviour, triggers, consequences)
- One page profile – what adults needs to know to support the child

5.2 Where a child has "high level needs" (as defined below) and/or an EHCP there will also be an Annual Review Meeting

5.3 If a child or family needs further additional support, external agencies may be referred to. External agencies we can access include the following:

- Learning Support Service
- Vision Support Service
- Hearing Support Service
- Educational Psychologist
- Physical Impairment and Medical Support Team
- Integrated Therapy Service (Speech & Language/Occupational Therapy/Physiotherapy)
- Social Communication and Autism Team
- Child & Adolescent Mental Health Service (CAMHS)
- Education Safeguarding Service (including attendance support)
- Children's Social Care
- Parent and Family Support Advisor
- Family Intervention Service
- Community Paediatrician

- Special Schools Outreach Service
- Early Years Area SENCO (during transition from pre-school)
- Portage Worker (during transition from pre-school)
- Frome Learning Partnership Panel for Excluded and Vulnerable Pupils (PEVP)
- Team Around the School (TAS)

5.4 Children identified with particularly high needs may be considered for an Education and Health Care Plan assessment following two cycles of Assess-Plan-Do-Review. This is for a very small proportion of children and specific criteria needs to be met. Parents and children will be involved through the annual review process and their views will be central to the plan

5.5 If a child is not currently needing or receiving additional SEND support their name will be removed from the SEND register. Parents will be informed and their progress will continue to be monitored using whole school systems.

6. Additional provision

Provision available for children needing SEND support includes the following:

- In-school SEND learning interventions are tailored to meet the needs of the child and may include Individual Literacy Intervention (ILI); Talk Boost; motor skills; phonics; English; maths.
- We provide a range of support and interventions for children with communication or social and emotional needs, including social skills groups; social stories; morning welcome; lunch-time group; nurture group; forest school; Emotional Literacy Support Advisor (ELSA); personalised Speech and Language Therapy intervention plans.
- In addition, programmes for physical needs are provided by staff using in-school or Occupational Therapist/Physiotherapist-provided programmes. Staff may also be trained specifically to meet the needs of individual children with medical conditions.

7. SEND information report and policies and report

7.1 St John's CEVA First School SEND Information Report can be found on the SEND section of the school website <https://www.stjohnsfrome.co.uk/send>

7.2 The Somerset LA Local Offer (Regulation 53, Part 4) can be found by visiting <https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

7.3 Admission Arrangements can be found on the school website <https://www.stjohnsfrome.co.uk/admissions>

7.4 Supporting Children with Medical Conditions Policy can be found on the school website <https://www.stjohnsfrome.co.uk/key-documents>

7.5 St John's Accessibility Policy and Plan can be found on the school website <https://www.stjohnsfrome.co.uk/key-documents>

8. Supporting pupils and families

Another source of information advice and support for families can be found at Special Educational Needs and Disability Information, Advice and Support (SENDIAS) service:

Somerset SENDIAS website: <http://www.somersetsend.org.uk/welcome/>
Email: Somersetsendias@somerset.gov.uk
Phone: 01823 355578 (9am – 5pm Monday – Friday)

9. Transition

- School Reception teachers and the SENDCO liaise closely with Early Years providers
- For children known to have additional needs, a School Entry Planning Meeting, involving all professionals and parents, may be held to plan transition and provision.
- On starting school “Play to Learn” sessions are provided to enable a good, supportive transition.
- Photo books about the child’s new class may be provided.
- All children participate in transition visits. Additional visits may be arranged.
- On transition to middle school SENCOs meet to discuss all children with additional needs and middle school SENCOs may be invited to the Annual Review Meeting.
- Additional meetings for vulnerable pupils are arranged between class teachers.
- Additional visits are arranged for those children who need this support.
- School Entry Planning Meetings may be arranged for older children with the highest need on transition to a new school.

10. Supporting pupils at school with medical conditions

10.1 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

10.2 Some may also have SEND and may have an EHCP, which brings together health and social care needs, as well as their special educational provision and the *SEND Code of Practice* (2014) is followed.

10.3 For more detailed information, please refer to the Supporting Pupils with Medical Conditions and St John’s Allergy Management Policies on the school website:
<https://www.stjohnsfrome.co.uk/key-documents>

11. Monitoring and evaluation of SEND

The meeting of children’s needs is reviewed through a variety of methods including the following:

- Key Stage meetings
- Pupil progress meetings
- Cohort meetings

- Consultation meetings
- Annual Review Meetings
- Teacher Parents' evenings
- Additional meetings with parents
- Monitoring of interventions
- Work and planning scrutiny
- Learning walks
- Lesson observations
- Conversations with children
- Progress and attainment data analysis

12. Training and resources

12.1 The school receives delegated funding for pupils with SEND. This is in addition to funding the school gets for all pupils. Pupils with SEND have access to school resources equally with other pupils. SEND money is spent in the following ways:

- Weekly non-contact time for SENDCO
- SEND administration and communication
- Staff Training
- SEND support staff to deliver interventions
- Support staff work with individual children
- Physical resources
- Additional hours for supply cover when necessary
- Personalised provision

12.2 School staff have received key training to support pupils in school. Recent training has included:

- Accredited Team Teach training
- Emotion coaching
- Safeguarding/Child Protection
- Read, Write Inc – regular training and coaching including providing 1:1 tutoring support

As required, training will be sought and provided for:

- Vision awareness
- Hearing awareness
- Autism awareness
- Social communication
- Emotional wellbeing
- Talk Boost
- Individual Literacy Intervention (ILI)
- Mathematics intervention
- Play therapy techniques
- Social stories

- Learn to Move motor skills
- Moving and Handling
- Training to meet individual medical needs, eg: Epipen use, diabetes management
- Forest School

13. Storing and managing information

Refer to the school's Data Protection Policy: <https://www.stjohnsfrome.co.uk/key-documents>

14. Accessibility

St John's CEVA First School is a multi-level site. We have wheelchair access to all but the top floor and the rear garden area. Adaptations have included: low level hand rails on internal and external staircases, wheel chair lift access to the hall, accessible toilets and personal care facilities on the ground and lower-ground floors.

Where a child has other needs, such as visual needs, adaptations are made to meet these needs according to advice from support services.

15. Dealing with complaints

If parents are concerned about the provision for their child they should initially discuss this with their child's class teacher.

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Headteacher/SENDCo. The Chair of Governors may be involved if necessary.

Please see the Complaints Policy on the school website.

16. Bullying

Refer to the school's Relationships for Learning and Anti-Bullying Policies, which can be found on the Policies section of the school website

17. School contact details

Contact details for St John's CEVA First School:

Address: Christchurch Street East
Frome
Somerset BA11 1QG

Telephone: 01373 462251

Email: office@stjohnsfrome.co.uk