

St John's C of E First School



**Together we will give our children
the roots to grow, and the wings to fly.**

Special Educational Needs and Disability Policy

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.

Policy Adopted:	October 2016
Last review date:	January 2022
Next review date:	January 2023
Signed (Chair of Governors):	Mrs Claire Levene Plumb
Date of signature:	31 January 2022

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 and disabilities have access to the full 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 which affect their education where appropriate.
- To promote effective partnership with outside agencies.

2. Compliance and core principles

This policy was developed by the school's SENCO (Special Educational Needs 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 Luke Hayes. 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 SENCO 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 Head teacher

The Head teacher is Claire Marsland. The role of the Head teacher is to work with the SENCO, SLT and governing body to establish a clear vision of the provision and resources available to the school.

3.3 SENCO

The school SENCO is Sarah Priddle, who is also a member of the SLT. The school SENCO coordinates SEND provision throughout the school. The SENCO has responsibility for:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEN
- 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 SEN up to date

Parents will be involved at every stage of their child's school career.

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, Somerset Core Standards and in-school assessment tools and resources to implement and monitor the effectiveness of provision for children with SEN.

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 SENCO

3.5 School Business Manager

The School Business Manager will ensure SEND monies are spent on SEND provision.

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 However, 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 cycle:

- In the first instance any concerns will be addressed through High Quality Teaching in the child's class. This will include a more personalised approach, careful differentiation and the use of structured apparatus within the classroom.
- At St John's CEVA First School we have a topic-based approach to our curriculum, making relevant links for children between different areas of learning where appropriate. We also believe in a practical approach to learning, such as the use of role-play and structured apparatus to support learning.
- Where a child continues to make less than expected progress, the teacher (with the support of the SENCO where necessary) will provide small group additional targeted, and sometimes personalised support. This may include assessing their needs using appropriate assessment tools. Parents will be informed that their child needs additional support and a plan will be shared.
- If a child continues to underperform the SENCO will become involved. They may carry out additional assessments to provide more specialised, individual support.
- If in-school support does not have an impact, or if a child's needs require more specialist assessment, the SENCO 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 SENCO, teaching staff and/or SLT to measure their effectiveness.

Parents 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 SENCO may also attend.
- For children on the SEND Register, a third meeting will be offered.
- Additional meetings can be arranged to meet with the class teacher as needed. These may include the SENCO 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.

5.1 If a child is placed on the SEND register this will be discussed with Parents. An APDR record will be maintained and shared with parents. A personalised plan may be put in place, such as a Pastoral Support plan, Learning Passport or Personalised Learning Plan may be started for them. This would include the parents' and child's views on what is important to them, how best to support them and long-term outcomes.

- 5.2** Children on the SEND register may also have a support plan, which will also be reviewed at parents' evenings. Support plans include details of additional provision at school and how this can be supported at home.
- 5.3** Where a child has "high level needs" (as defined below) and/or an EHCP there will also be an Annual Review Meeting.
- 5.4** All children's learning progress is tracked and monitored regularly by class teachers and senior leaders. Additional interventions or child support plans are reviewed at least termly (half-termly where appropriate) by the class teacher, supported by the SENCO, to measure their effectiveness. An overview of this is kept by the SENCO.
- 5.5** 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)
 - Frome Learning Partnership Team Around the School (TAS)
- 5.6** 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 need to be met. Parents and children will be involved through the annual review process and their views will be central to the plan.

- 5.7 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

- 6.1 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.somersetSENDIAS.org.uk/welcome/>
Email: SomersetSENDIAS@somerset.gov.uk
Phone: 01823 355578 (9am – 5pm Monday – Friday)

9. **Transition**

- School Reception teachers and the SENCO 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.

11.3 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>

12. **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

13. Training and resources

13.1 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 SENCO
- 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

13.2 School staff have received accredited Team Teach training, attachment training, Safeguarding/Child Protection training and Prevent training. Where appropriate, staff also receive training in the following areas:

- 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

14. **Storing and managing information**

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

15. **Accessibility**

St John's CEVA First School is on a difficult 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. The Head teacher and SENCO have been trained in Moving and Handling.

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

16. **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/SENCO. The Chair of Governors may be involved if necessary.

Please see the Complaints Policy on the school website.

17. **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

19. **School contact details**

Contact details for St John's CEVA First School:

Address: Christchurch Street East
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Email: stjohnsfrome@educ.somerset.gov.uk