

St John's C of E Primary School



Policy
For
Special Educational
Needs And Disability
(SEND)

CONTACT DETAILS:

Special Educational Needs Coordinator (SENCO and Deputy Head) – Mrs J.Haigh
Safeguarding Officers – Lead – Mrs J.Haigh, Deputies – Mr A.Mills and Mrs A. Lane
Staff who have undertaken the National Award for SEN) – Mrs M. Payne
Early Years language specialist teacher – Mrs L.Shenton
Higher Level Teaching Assistants (HLTA) – Mrs A.Clarke and Mrs W.Perry

How you can contact Mrs J.Haigh

- ❖ through the school reception area in person (if available, she will speak to you there and then, if this is not possible, please feel free to make an appointment to suit you)
- ❖ by telephone 01543 452197 (main office or ext 203 for direct access if available. If unavailable, leave a message for her to return your call)
- ❖ email jhaigh@st-johns.walsall.sch.uk

St John's Vision Statement; -

*“A family of equal, diverse and unique people,
made in the image of God, together aspiring to fulfil our God given potential
by nourishing The Fruits of the Spirit in our lives”*

This policy was developed in conjunction with the SEN Governor and the Senior Leadership Team. Parental contributions were invited from the parents of our children who have special educational needs. This updated policy reflects the new SEND Code of Practice, 0-25 guidance. It also reflects the inclusive nature of our school where every teacher has high aspirations and expectations for all pupils, including those with SEN.

THE AIMS OF THIS SEND POLICY:

At St. John's School every child really does matter. Each child's learning journey begins from a rigorously assessed starting point. Steps are then put into place for each child to progress. We want every child, including those with SEN, to be happy, successful, self-confident and challenged. We want them to be the best that they can be.

In line with the new SEND Policy 2014, St John's staff will strive to;

- identify children who may have a special educational need as early as possible
- make reasonable adjustments for those with a disability or special educational need to ensure they have full access to all parts of the curriculum
- ensure that children and young people with a special educational need or disability engage in the activities of the school alongside pupils who do not have additional needs
- reduce barriers to progress through careful monitoring
- use their best endeavours to secure special educational provision for those who need it, when the need is “additional to and different from” that provided within the differentiated curriculum, to better respond to pupils needs. This will be done in consultation with the SENCO
- respond to parents', carers' and pupils' views in order to develop a collaborative working partnership at all levels of need

- ensure a high level of expertise to meet pupil need, through appropriate, relevant high quality training (see website for the school's CPD under 'Our School', 'Staff Training' tab) and through collaborative working with other staff members and the SENCO and sometimes with other schools.
- support pupils with medical conditions to achieve full inclusion in all aspects of school life (in consultation with health and social care professionals)
- ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working with the Local Authority and other agencies
- work with parents and carers to ensure good attendance if problems arise

The school's SEN policy will be reviewed on an annual basis. The SENCO attends authority training and cluster meetings to keep abreast of new legislation both national and local. New resources, programmes and training are also investigated termly to further enhance the SEN provision in school.

What are special educational needs?

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.

What process does the school go through to identify a special educational need?

First step – Early Response.

Initially, we listen to all the facts and concerns presented to us. This may come from a variety of sources including; -

- Concerns raised by parents/carers of looked after children
- Pupil's views
- Teachers concerns from our school or a previous school or Nursery setting
- Lack of progress shown through the school's stringent tracking system (picked up by teachers and the SLT at pupil progress meetings)
- Pupil observations

Once concerns are raised, an information gathering process will take place so that we can see the whole child. The child will be consulted, the parent and the teachers directly involved with the child. Likes, dislikes, favoured strategies and difficulties will all be considered. We will need to rule out aspects such as attendance, health and welfare (including hearing and sight), change in family circumstances etc, to see if there is a reason, other than learning difficulties, which is preventing a child from making good progress. If we find that there are extenuating circumstances why the child has not progressed, these will be appropriately addressed. However, if these aspects have been ruled out, we will carry out further assessments to indicate what action we need to take. It may be that simple 'reasonable adjustments' need to be made, such as providing additional equipment (writing slopes, coloured overlays, support chairs etc) or adjusting lesson delivery and putting in simple strategies to suit specific learning styles . If the need is more than making adjustments, then the need will generally fall into one or more of the categories listed in the new SEND Policy 2014; -

1. [Communication and interaction](#)
2. [Cognition and learning](#)
3. [Social, mental and emotional health](#)
4. [Sensory/physical](#)

A graduated approach is then started to address specific issues which are preventing the child from making good progress and a plan of action is drawn up. This is considered to be an 'Early Response' stage when a cycle of intervention commences. We **assess**, we **plan**, we **do** and we **review** in collaboration with parents and pupils. These cycles last for a mutually agreed period of time. Interventions used will vary depending on the need.

The quality of teaching is monitored through a number of processes that include:

1. *classroom observation by the senior leadership team, the SENCO and external verifiers*
2. *ongoing assessment of progress made by pupil in specific intervention groups*
3. *teacher meetings with the SENCO*
4. *pupil and parent feedback when reviewing target attainment*
5. *whole school pupil progress tracking*

Most children, after a period of intervention, will make good progress and after reviewing, if the child is working at a level that is age appropriate, needing just minor adjustments in the class, but no longer requiring anything that is 'different from and additional to' those of his/her peers, then the Early Response stage will cease. The child will continue to be monitored through the school tracking system.

After this 'Early Response Stage', after a few cycles, in collaboration with parents, if a child has not made adequate progress despite high quality teaching, any interventions/adjustments and personalised teaching, then a decision will be made as to whether the child does have a Special Educational Need (*see definition above*).

The child will then be added to our 'Special Educational Needs Register' and 'SEN support stage' will commence.

What happens once my child has been identified as having a 'Special Educational Need'?

Where it is decided that action is required to support increased rates of progress at 'SEN support stage', further investigations will take place in collaboration with the parents and teachers. We will continue to follow an **assess, plan, do and review model**. This will be carried out by the class teacher in consultation with the SENCO.

'Assess' stage

We will already have a very clear picture of your child's needs from; -

- data analysis
- teachers assessments
- pupil and parent discussions

At this stage, we may also seek advice from external agencies such as; -

1. **Integrated Behaviour Support Service**
2. **Autism Outreach Team**
3. **Hearing Impairment team**
4. **Visual Impairment team**
5. **Educational Psychologist Service**
6. **Educational Welfare Officers**
7. **Physical and disability support service**
8. **School Nurse**
9. **CAMHS (Child & Adolescent Mental Health Service)**

All assessments are reviewed regularly and records kept. We can see what methods work well.

'Plan' stage

In consultation with the parents and pupil, an agreed plan of action will be drawn up based on the assessments and information gathered, listing interventions, adjustments and support that will be put into place. Expected progress and impact will be central to this stage. Any support and reinforcement that can be carried out at home will be shared and demonstrated with the parents. Many interventions and programmes are used in school, and include; -

- WellComm programme (speech and language)
- Social communications groups
- Friends programme for social difficulties
- Numbers Count (ECC)
- First Class @ Number
- A Hand For Spelling
- Write From The Start
- ECar (reading)
- Spellwise
- Better Reading Partners (reading comprehension)
- Ruth Miskin Freshstart (reading, writing)
- Semantic Links programme
- Cool Kids/Cool Characters programme (physical, fine and gross motor, concentration etc)

...to name a few. These may be led by teachers or teaching assistants, and may be within the class, in small groups or on a 1:1 basis. (A full list can be seen on the schools website, under 'Our School' 'Resources and Programmes' tab).

If the school is required to purchase specific programmes to meet the needs of a pupil, this will be sourced through the school's notional SEN budget. Specialist equipment can often be loaned to the school from Walsall's Outreach Schools.

'Do' stage

The class teacher will always be the key person responsible for the child as they have the best overview, however, the SENCO will be responsible for monitoring the provision.

At this point, consideration is given to; -

- how staff will be utilised to support a pupil
- what teaching strategies will be used
- what resources or programmes will be accessed
- how long the cycle will run for with a review date given

'Review' stage

At the end of each cycle, a review of the effectiveness of the support and interventions and the impact on the pupil's progress will take place with the parents, the pupil, the teacher, any support staff and the SENCO. The results will be analysed and next steps will be agreed and written into a new plan.

Children who are looked after by foster carers already have reviews related to their personal development. The SEN review will be in addition to these and each review will feed into the other through collaborative working within teams.

The school will provide details of any support groups currently active in the area. This can change frequently, but the SENCO will have up to date details if requested.

'Information, Advice and Support Service (SEND)' can also be accessed at

<http://www.wald.co.uk/kb5/walsall/asch/service.page?id=yj2W-cxJVEg&localofferchannel=0>

Details of Walsall Authority's local offer can be found at;-

<http://www.wald.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

What happens if good progress is made over time?

Some children make excellent progress as a result of the school's interventions and high quality teaching. If progress is rapid, and their needs are no longer 'additional to and different from' that of other pupils in their year group, in consultation with parents, the child can be taken off the SEN register. Reasonable adjustments would remain in the classroom and the stringent tracking of pupil progress would continue with careful monitoring.

What happens if good progress is not made?

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources (despite the school having taken relevant and purposeful action to identify and assess the special educational needs of the child). A request can be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided if the authority deem it to be necessary.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent.
- Children who require daily medication – parents will be asked to sign the school's agreement and adhere to the guidelines laid out. Please see our 'Medicines in School Policy' on the website.
- The school has an Intimate Care policy and any medical assistance required is discussed and recorded so that continuity and protocol is followed.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit)
- The Notional SEN budget
- The Pupil Premium funding for pupils who meet certain criteria.
- In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:
 - In-class support from teaching assistants
 - Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
 - Specialist support from teachers e.g. 1:1 tuition
 - Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
 - Parent workshops
 - Provision of specialist resources e.g. assessment software
 - CPD relating to SEND for staff

How is the decision made about how much support my child will receive?

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCO, class

teacher and parent. For pupils with an Education, Health and Care plan, this decision will be reached when the plan is being produced or annual review.

How accessible is the school environment?

The school has made the following adaptations to the school environment:

- Disabled parking spot marked and located next to the school reception
- Automatic doors to the entrance
- The Reception class entrance has been modified for wheelchair access and portable ramps have been purchased for other areas in school
- One toilet has been adapted to ensure accessibility for visitors with a disability and now contains an electric changing bed for pupils with an intimate care need
- We have wide doorways for wheelchair access

The school has a Disability Equality plan highlighting accessibility details. This can be found on the school's website under 'Our School' section, 'Policies' tab. This is also reviewed regularly.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry:-

- A planned programme of visits for pupils starting Nursery. Additional visits are arranged if needed.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. This is for new Nursery, transfer to Reception, transfer to Year 1 and transfer to Year 2.
- The SENCO meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.
- Children entering school midyear will be able to visit as many times as they need prior to starting and the transference of information is coordinated between schools. This process is personal to each case. During visits, we encourage the child to take their own photographs using an ipad, so that they can familiarise themselves with the school environment and teaching staff, being able to view these at home with parents/carers.

Transition to the next class/Key stage

- The current teacher completes a transition plan with the pupil and with parental involvement to inform the new class teacher.
- The transition plans are discussed by old/new teachers to ensure that they are clear and that the child's needs are understood.
- A 'Shuffle Day' is arranged to give pupils a chance to experience their new class before the new year starts. Any problems or issues can be dealt with early.
- Evening meetings are arranged for parents in order to provide important information about the new class/year group and the opportunity to talk to the new class teacher is provided.

Transition to a new school in Year 6

- Transition days are arranged for pupils with SEN dependent on need

- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCOs of both schools will meet with the parents to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCO
- The Headteacher

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus and is available as a policy (Complaint's policy – this is listed on the website). In summary; -

We give careful consideration to all complaints, and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual

understanding. In all cases we put the interests of the child above all else. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

- If a parent/guardian is concerned about anything to do with the education in the first instance, discuss the matter with the child's class teacher. In our experience most matters of concern can be resolved positively in this way.
- Where parents/guardians feel that a situation has still not been resolved they should make an appointment to discuss it with the SENCO or the Headteacher.
- Should any parents have a complaint about the Headteacher, they should first make an informal approach to chair or vice chair of the governing body (Rev Nigel Carter).
- Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing.
- If the complaint is not resolved, a parent may make representation to the LA.
- If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

The new SEND code of practice can be viewed using the following link; -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

Many useful policies can be viewed on our website under 'Our School', 'School Policies' tab; -

<http://www.st-johns.walsall.sch.uk/>