

St. John's C.E. Primary School

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Policy for: Special Educational Needs & Disability

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St John's CE Primary Special Educational Needs & Disability Policy



Everything we do at St John's is driven by our vision of 'high standards through a caring community'.

It is important that learning experiences lead to consistently high levels of pupil achievement, and we believe that this is best achieved when children engage in experiential, collaborative tasks that are well matched to the individual needs of each learner.

At St John's we are an inclusive community, ensuring that the needs of all children are met through a vibrant and dynamic school curriculum. We are committed to providing quality first teaching, and removing barriers to learning and participation that have the potential to impede or exclude individual children. We make active use of assessment to make sure that each child receives the challenge and support that is needed to help them to make progress.

SENCO – Emma Mylrea is responsible for co-ordinating provision for children with SEND. Emma Mylrea is contactable on 0161 442 7424 or via emma.mylrea@st-johns.stockport.sch.uk

1. Aims

With the support of all staff and governors, the aims of the SENDCo at St John's are:

- For all children to achieve and excel irrespective of their background or their barriers to learning, and to create an inclusive school culture.
- To advise on the graduated approach to providing SEND support.
- To make appropriate provision to overcome all barriers to learning and ensure pupils have full access to a rich and deep curriculum.
- To work in partnership with parents and involve them in all stages of their child's understanding and in making decisions about their child, operating an 'open-door-policy' with the SENDCo.
- To ensure the child's wishes are taken into consideration, in light of their age and understanding.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

- To work in partnership with families, carers and necessary agencies to ensure that any child's Special Educational Needs and Disability are identified early.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To promote the active use of assessment, ensuring that each child receives the challenge and support needed to help them make progress.
- To work in cooperation and productive partnership with outside agencies and professionals to ensure a multi- disciplinary approach.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To liaise with High Schools to ensure a smooth transition for our Year 6 children, and to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

2. Compliance

This policy has due regard for all relevant statutory and non-statutory legislation including but not limited to:

- Data Protection Act (2018)
- General Data Protection Regulation (2018)
- Special Educational Needs and Disability Regulations (2014, as amended) which sets out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report
- Special Educational Needs and Disability (Detained Persons) Regulations (2015)
- Special Educational Needs and Disability (Personal Budgets) Regulations (2014)
- Children and Families Act (2014), in particular Part 3, which sets out schools' responsibilities for children with SEN and disabilities.
- Health and Social Care Act (2012)
- Equality Act 2010: advice for schools DfE (Feb 2013)
- Mental Capacity Act (2005)
- Education Acts (1996 & 2002)
- Children Act (1989)
- Disabled Persons Act (1986)
- Local Government Act (1974)
- DfE Special Needs and Disability Code of Practice: 0 to 25 years (2015)

- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (2017)
- The National Curriculum (Sept 2014)

This policy runs in conjunction with the following school policies

- Admissions policy
- Equality and Diversity Policy
- Data Protection Policy
- Medical Needs Policy
- EYFS Policy
- EAL Policy
- LAC Policy
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCO and SEN Governor in liaison with the SLT, staff and parents of pupils with SEND

3. Special Educational Needs

A pupil is defined as having SEND if they have significantly greater difficulty in learning than their peers of the same age, or they have a disability or health condition that prevents or hinders them from making use of educational facilities used by their peers in mainstream schools. The 2014 Code of Practice identifies 4 broad categories of SEN:

- **Speech, Language and Communication Needs** - Children with speech, language and communication needs may encounter:
 - difficulty saying what they want (eg – delayed speech, speech sounds, stammer, etc);
 - difficulty processing what is being said to them; or,
 - difficulty using social rules of communication (this may include, but is not limited to, children with ASD, Asperger's syndrome and Autism).
- **Cognition and learning** - Learning difficulties may cover a wide range of needs, such as moderate learning difficulties (MLD) Specific learning difficulties (SpLD) including Dyslexia, Dyspraxia and Dyscalculia.
- **Social, emotional and mental health (SEMH)** - Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour and may include ADHD, ADD, attachment disorder.

- **Physical and sensory** - A physical or sensory impairment, such as a hearing impairment, visual impairment, a motor difficulty or physical impairment constitute SEND where the condition prevents or hinders a child from making use of educational facilities used by their peers in mainstream schools and they therefore require special educational provision. Some conditions can fluctuate over time.

4. Identifying Children with SEN

Children with SEN are identified by:

- **Observations, Continuous and Summative Assessment, and Pupil Progress meetings** - The progress of every child is continuously monitored, and this is captured formally at termly pupil progress meetings. If a child is identified as consistently not making progress (despite the use of adaptive, Quality First Teaching) the child's case will be discussed with the SENDCo and a plan of action will be agreed. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly below the expected levels of their peers starting, from the same baseline;
 - Fails to match or better the child's previous rate of progress; or
 - Fails to close the attainment gap between the child and their peers.
- **Working in Partnership with Families** - Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, concerns can be addressed by Quality First Teaching within our Universal Provision, and parental support. Otherwise, the child is placed at SEND support on our SEN register.

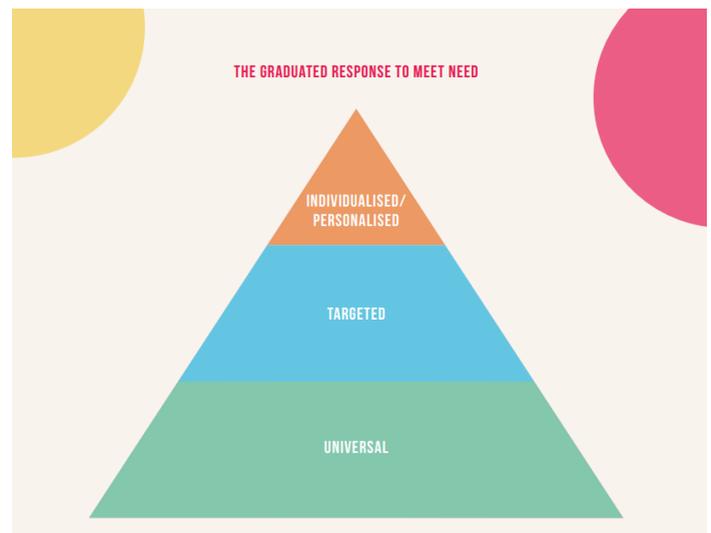
The following factors are not Special Educational Needs but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings under the current Disability Equality legislation, but 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 a Serviceman/woman

5. A Graduated Approach to SEN support:

Universal Provision and Quality First Teaching

- High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN, additional intervention and support cannot compensate for a lack of good quality teaching. Having high expectations for all children is core to our philosophy at St Johns. Children should be working at their year group's expectations. However, in very rare situations, teachers may need to use their professional discretion to facilitate access to the curriculum or an alternative year group.
- The overwhelming majority of needs identified through monitoring and assessment will be addressed within the Universal Provision using a myriad of strategies, best practice and resources which all of our teachers have access to.
- At St John's we monitor and review the provision of Quality First Teaching regularly, particularly for those children we are at risk of underachievement. This includes but is not limited to ensuring that staff have the opportunity to access training and CPD where needed.
- If concerns begin to arise about a particular child, the teacher must first look carefully at matters such as classroom organisation, teaching materials, teaching style and adaptive teaching methods to decide if these can be developed so that the child is able to learn more effectively.
- Teachers should be aiming to set suitable learning challenges, responding to pupil's diverse needs, and overcoming potential barriers to learning. This includes providing intervention, appropriate adjustments and good quality adaptive teaching.
- A number of children at this level will be recorded on the 'concern list' so that their progress and attainment can be kept under observation, through regular pupil progress meetings and classroom monitoring. Some of these children might benefit from having a One Page Profile so that their needs and progress can be closely monitored in co-production with their teachers and their families. The existence of a One Page Profile for a child does not mean that they need to be included on our SEND register, but is merely a useful monitoring tool.
- If, despite receiving adapted learning opportunities together with good quality personalised teaching and (where necessary) targeted interventions, pupils continue to make little or no progress, attain significantly below their peers, or present persistent



emotional/behavioural difficulties, then it may be decided that a child requires further support. The class teacher, SENDCo and parents may then agree to move a child onto emerging SEND support, which may involve the child being involved in closely monitored, time limited, classroom based interventions, which may boost achievement and lead to increased progress. If following a period of classroom based intervention, concerns continue to be expressed about the child's learning, it may be necessary to increase the level of support

Targeted and Individualised SEND Support

- In deciding whether to make special educational provision, the teacher and SENDCo will consider all information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, gathered using effective tools and early assessment materials. Each SEND Support Plan is co-produced with the child's family.
- Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. This may involve drawing on more specialised advice, support or assessments from external agencies or professions. The support provided consist of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**



- This is an on-going cycle to establish the appropriate provision for each child, and enables provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.
- The Code states that 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 and that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- At St. John's SEND graduated support is referred to as **Emerging SEND Need** and **Increasing SEND Need**.
- Children at the emerging need stage have had classroom based additional intervention, but not made significant progress and the barriers are now being addressed by regular

one to one or very small group support, which is closely assessed and monitored by the classroom teacher.

- Children at the increasing need stage have more significant needs which are being addressed with the support of outside agencies such as weekly Learning Support Service sessions, Behaviour Support Service sessions, Sensory Support Service Sessions or regular Speech and Language Sessions. In addition they will receive one to one or small group additional support for their particular area of need.
- Individual SEND Support Teaching and Learning Plans have clear outcomes and timeframes. They are shared with parents and regularly reviewed and updated. It is the responsibility of the class teacher to ensure they are working documents, which are regularly referred to and updated.
- Individual Provision Maps, capturing a highly structured timetable of support, may be appropriate for children with very significant need.

Assess:

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and any available advice from external support services will also be considered. Parental concerns will be noted and compared with the school's information and assessment data on pupil progress.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan:

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do:

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with

classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review:

Review of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents of those children at SEND increasing support and those students with statements or Education Health and Care Plans. The class teacher, in conjunction with the SENDCO will review the support and outcomes based on the pupil's progress and development making any necessary amendments going forwards, in consultation with parents and the pupil.

Outside agencies include our School Inclusion Teacher, the Educational Psychology Service (EP), Sensory Support Service (SSS), Child and Adolescent Mental Health Service (CAMHS), Education Welfare Service (EWO), Speech and Language Service (SALT), Occupational Therapy Service (OT), Physiotherapy Service (PT), and Primary Jigsaw. To refer a child to an outside agency for assessment, a formal referral must be completed.

For all children with Special Educational Needs a graduated response is adopted which recognises there is continuum of need and where necessary, brings an increasing specialist expertise to bear on the difficulties a child may be experiencing. Some children will require less help than others. The interventions are a way of matching provision to pupils' needs and are not usually steps on the way to formal assessment. Many children will require less help in the future if the interventions are successful.

Referral for an Education, Health and Care Plan

If a child has lifelong or substantial barriers affecting their education, they may undergo a Statutory Assessment, which is usually requested by the school, but can also be requested by the parent. This will occur where the complexities of need are such that a multi-agency approach to assessment, planning and provision is needed. A very small number of children with SEND will require an Education, Health and Care Plan.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Health professionals
- Outside agencies including Educational Psychology, Inclusion Service, Sensory Support Service, Speech and Language Therapists.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a

group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. EHC Plans will be reviewed at least annually, with individual aspects of the plan reviewed three times a year and short term, targets created. Parents and pupils are informed of these targets.

6. **Barriers to Learning**

All teachers and support staff are aware of the needs in their class, through a bespoke Class Priority of Need. All teachers plan to meet these varying needs. Barriers to learning are identified and tackled either through the SEND budget or Pupil Premium funding, dependent on the nature of the need. Barriers which may contribute to lack of progress are reflected in the following table:

SEND	Pupil Premium	Strategies
Specific Learning Need	Mindset Experience	Outside agency Supporting parents Additional academic support Individualised resources Wider experiences

7. **Criteria for exiting the SEND register**

Children who make accelerated progress through intervention while at emerging or increasing SEND support, and who no longer meet the criteria for support, will be removed from the register, or dropped to a lower level of support in the graduated approach. This may mean they are then put onto the 'concern' list and continue to be monitored on a One Page Profile, to ensure that new knowledge and progress is secure.

8. **Supporting Pupils and Families**

Parents can make an appointment at any time to discuss their child's progress or any concerns they have. This can be with the class teacher, SENDCo or the Headteacher. If a parent requires any further support concerning their child's education then the school would suggest that the parent contacts KIDS or Stockport's Special Educational Needs and Disabilities Information Advice and Support Service.

Information about services available through the local authority can be viewed through this link:

<https://www.stockport.gov.uk/showcase/special-educational-needs-and-disabilities-send-local-offer>

Information about the local offer of support provided by the school is available through this link on the school website:

St John's works closely with other agencies and can provide information about and support request from other services available for children and families

9. Admissions

Pupils with Special Educational Needs will not be disadvantaged in their applications to enter the school and will be considered as part of the normal admission procedures. The Local Authority (LA) will consider the most appropriate placement for pupils with statements of Special Educational Need. The LA also administers the allocation of nursery and reception places. The school is accessible for pupils and adults in wheelchairs and there are two disabled toilets. A range of equipment is available to support pupils with physical needs, and visual timetables and social stories are used to support pupils with communication difficulties.

10. Examination arrangements

The SENDCo and Year 6 teaching staff liaise to ensure that children with SEND are given every opportunity to succeed in exams and assessments, following the government's guidance where appropriate:

<https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

11. Transition

When a child moves to the next class, all SEND information will be passed to the next teacher. SEND information must be sent to a child's receiving school within fifteen days of transfer along with all other relevant information.

For pupils with an EHCP, a Transfer Review must be undertaken in Year 5, during the summer term prior to transfer. The Educational Psychologist and representatives of any likely receiving school must be invited. At the review in Year 5, discussion should take place about possible High School Placement, and parents will be encouraged to visit schools prior to the Transfer Review. It may be appropriate to carry out a formal transfer review for a pupil on increasing SEND support so that arrangements can be made to secure a successful transfer.

All children on our SEND register, or who we note with a particular concern, will be discussed thoroughly during transition meetings between our Year 6 Teacher, SENDCo and the SEND team at the child's chosen High School. Children do not need to have an EHCP or be on the SEND Register in order to be discussed at transition meetings between Primary and Secondary SEND and teaching teams.

On entering the Early Years Foundation Stage, additional meetings and visits may be organised to their previous setting.

12. Local Offer

Parents are encouraged to access the local offer to see what services are available. In developing and reviewing the Local Offer, the school will adopt a collaborative approach working alongside the authority, parents and pupils. The school will make it jargon free and structured to meet pupils and parents' needs. The local offer will help parents and pupils understand the support they can access and what they need to do to access that support and that this information will be up to date.

13. Supporting pupils at St John's with medical conditions.

We recognise 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 children may also have special educational needs (SEN) and may have an EHCP, which brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice (2014) is followed.

We work closely with the School Nurses who provide annual training for staff to ensure they are confident managing the treatment for a variety of medical conditions, including asthma, epilepsy, diabetes and allergic reactions. Further information is available in the medical conditions policy.

14. Promoting mental health and wellbeing

The school will implement a Social, Emotional and Mental Health Policy.

Our curriculum for PSHCE focuses on promoting pupils' resilience, confidence and ability to learn. In addition to support and guidance through the PSHE curriculum, children at St John's have access to individual and group interventions to support with resilience, understanding of social situations, and nurture.

Positive classroom management, and working in varied groups (including working with talk partners and small groups) promotes positive behaviour, social development and high self-esteem at St John's. Through the Local Offer, St John's has access to child psychology services. Where appropriate, the school will support parents in the development and management of their child. When in-school intervention is not appropriate, referrals and commissioning will be used instead to meet the needs with more complex needs. Through the Inclusion Service, we have access to specialised advice should this be needed.

15. Monitoring and Evaluation of SEND

St John's regularly and carefully monitors and evaluates the quality of provision offered to all pupils, through parent questionnaires, parent's evenings etc., pupil voice, staff responses.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through annual and bi annual review meetings, discussions and progress meetings. This evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils. Where issues or gaps are identified, training or resources are sought to address this wherever possible.

16. Training and Resources

Funds for supporting pupils are provided for the school through the formula budget, from the LA, based on the number of pupils with SEND, identified on the SEND register. All these budgets have been fully utilised to provide Teaching Assistant support for identified children. The Teaching Assistants support pupils with SEND in groups and on an individual basis, helping children access Literacy and Numeracy lessons, and carry out a range of therapy programmes. The school has access to a Local Authority Inclusion Teacher and Inclusion Lead, and works with other agencies such as the Speech and Language Therapy Service and Sensory Support Service where a specific need is identified and a successful referral is made. The SENDCO receives regular non-contact time to allow them to effectively carry out their role.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. A provision map is in place to show the range of resources and support mechanisms in place for pupils on the SEND register. The provision is regularly reviewed and amended appropriately to meet the needs of the children on the SEN register. The SENDCO attends half termly SENDCO Network meetings, Cluster Meetings and Training Updates in order to keep up to date with local and national updates in SEND.

17. Funding

The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its children. Personal budgets are allocated from local authority's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

18. Roles and Responsibilities

Governors

- It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

- The Governor responsible for SEND is Rev. Elizabeth Rowles

Headteacher

- To ensure that relevant members of staff have the relevant understanding, skills and time to fulfil their roles
- To promote high standards among all children including those with SEND
- Report on the impact of policy and procedures

SENDCo

- Implements the SEND Policy
- Liaises with key partners to implement the SEND Policy
- Monitors standards and outcomes for SEND children

Class Teacher

- Maintains the Teacher's standards

Teaching Assistants

- SEND Teaching Assistants work under the direction of the class teacher. The SENDCO regularly liaises with both the Teaching Assistants and the Class Teacher to ensure the needs of pupils are being met.

19. Data and Confidentiality

The school includes details of SEND, outcomes, actions, support, teaching strategies and the involvement of specialists as a way of monitoring progress, behaviour and development of all pupils. This also helps to maintain an up to date register of all those on the SEND register. In addition, it helps show the provision for individuals that is different to that offered through school provision. The school keeps data on the levels and types of need within the school and makes this available to Stockport Education Authority. All information is kept in accordance with the school's Data Protection Policy.

The school takes matters of confidentiality seriously. Disclosures of any EHC Plan will not be disclosed without prior consent from the pupil's parent, unless:

- It is to an SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996
- On the order of any court for criminal proceedings
- It is for the purpose of investigating maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons Act 1986 or the Children Act 1989, relating to the safeguarding and the welfare of children.
- To support the inspection of the school or Local Authority by OFSTED

- The child is transferring to a new school and then the new headteacher needs such information.

20. Dealing with Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupil's needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedures.

21. Reviewing the Policy

This policy will be reviewed tri-annually.