

St John's C of E First School



Learning together, aiming high

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:	October 2018
Next review date:	October 2020
Signed (Chair of Governors):	
Date of signature:	

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.

The policy is written in line with the statutory requirement 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

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

3. Responsibilities for coordination of SEND provision and inclusion

4.1 Governors

The named SEND Governor is Fiona Puleston. 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 through the Children and Learning Committee.

4.2 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.

4.3 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 to:

- lead the Support Assistants, including the planning and monitoring of timetables and intervention programmes
- monitor the progress and attainment of children with SEND
- monitor all aspects of provision for children with SEND, including High Quality Teaching
- monitor children's individual plans, such as Intimate Care, Personalised Learning Plans, Learning Passports, Medical Care Plans
- liaise with outside agencies
- liaise with class teachers about children who are giving cause for concern
- manage provision for children with disabilities or medical needs
- keep the SEND Governor informed where appropriate
- oversee the Assess-Plan-Do-Review cycle
- maintain the SEND register, keeping it up to date

The SENCO will be responsible for maintaining the records of any pupil causing concern and will be the point of contact with support services from outside the school who might be asked for advice. This contact will be initiated only with the consent of the Headteacher and the parents. Parents will be involved at every stage of their child's school career.

4.4 Teachers

Meeting the needs of all children is the responsibility of all teachers.

Teachers will use the Somerset Core Standards and the Assess-Plan-Do-Review cycle to implement and monitor the effectiveness of provision for children with SEN.

Class teachers will consult with and inform parents/carers of provision for any pupil who may have special needs. For children with High Needs, this may be in liaison with the SENCO

4.5 School Finance Officer

The School Finance Officer will ensure SEND monies are ring-fenced and spent on SEND provision.

5. Identifying Special Educational Needs

5.1 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 categories of need:

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

5.2 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 termly at pupil progress and SLT meetings. Progress may be reviewed more frequently in individual cases.

5.3 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

4. 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, including the use of role-play areas in KS1 and the use of structured apparatus to support learning throughout the school.
- 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 then the SENCO will become involved to carry out appropriate 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 to discuss children's progress and how their needs are being met.
- 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 with the teacher.

4.1 If a child is placed on the SEND register a Learning Passport will be started for them. This includes a One Page Profile which gathers the child's views on what is important to them, how best to support them and long-term outcomes needed. This profile is also written with parents input.

4.2 Each child's SEND Passport includes a support plan, which will also be reviewed at the parents' evening. Support plans will include what additional provision will be provided at school and how this can be supported at home.

- 4.3** Where a child has “high level needs” (as defined below) and/or an EHCP there will also be an Annual Review Meeting.
- 4.4** All children’s learning progress is tracked and monitored termly at Pupil Progress Meetings and by the SLT. Any additional interventions on child support plans are reviewed at least termly (half-termly where appropriate) by either the SENCO or the class teacher to measure their effectiveness. An overview of this is kept by the SENCO to track all children’s progress.
- 4.5** 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 Welfare Officer (to support attendance)
 - Children’s Social Care
 - Parent and Family Support Advisor
 - Family Support Practitioner
 - Paediatrician
 - Critchill Special School resource base
 - Early Years Area SENCO (during transition from pre-school)
 - Portage Worker (during transition from pre-school)
 - Frome Learning Partnership (FLP) Forum Panel
- 4.6** “High Level Needs” were previously categories of need where the school could apply for additional funds from Somerset LA. Children with High Need funding are currently transitioning to the Education Health Care Plan (EHCP) assessment process. Any new children identified with High Needs will be considered for EHCP 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 will be involved through the annual review process.
- 4.7** 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.

5. **Specialist provision**

5.1 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 these include Individual Literacy Intervention; Talk Boost; small group or 1:1 tuition in phonics, reading, writing or maths; speech and language therapy, following therapist-provided care plans.
- We provide a range of support and interventions for children with social and emotional needs, including social skills groups; social stories; morning welcome; lunch-time group; afternoon nurture group; forest school; Emotional Literacy Support Advisor (ELSA)

5.2 In addition, programmes for physical needs are provided by staff using in-school or Occupational Therapist/Physiotherapist-provided programmes. Individual children with medical needs may have a member of staff trained specifically to meet those needs.

6. **SEND information report and , policies and report**

8.1 **St John's CEVA First School SEND Information Report** can be found on the SEND section of the school website

8.2 **The Somerset LA Local Offer** (Regulation 53, Part 4) can be found by visiting <https://somerset.local-offer.org>

8.4 **Admission Arrangements** can be found on the school website

8.5 **School Children with Medical Conditions Policy** can be found on the Policies and Procedures section of the school website

8.6 **St John's Accessibility Policy and Plan** can be found on the school website

9. **Supporting pupils and families**

Another source of information advice and support can be found at:
Somerset SENDIAS

Website: <http://www.somersetsend.org.uk/welcome/>

Phone: 01823 355 578 email: info@somersetsend.org.uk

10. **Transition**

- For children starting school in Reception with known needs a School Entry Planning Meeting involving all professionals and parents will be held to plan the transition and provision.
- On starting school two "Play to Learn" sessions for all parents and children are provided to enable a good, supportive transition.

- Photo books about the child's new class/school 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 are 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 are arranged with the middle school and parents for those children with the highest need.

11. Supporting pupils at school with medical conditions

- 11.1** 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.
- 11.2** 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** Where a child has specific medical needs a plan will be drawn up in consultation with health professionals to ensure that needs are met; this includes Intimate Care and Toilet Management Plans where needed.

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 additional to the 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 way:

- Weekly non-contact time for SENCO
- Staff Training
- SEND support staff to deliver interventions
- Support assistants to work with individual children
- Nurture group staff
- Physical resources
- Additional hours for supply cover when necessary

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

- Vision awareness
- Hearing awareness
- Autism awareness
- Talk Boost
- Individual literacy intervention
- Theraplay 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

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, disabled toilet and personal care facilities on the ground floor. The Head teacher and SENCO are Moving and Handling trained.

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 Procedure available 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
Frome
Somerset BA11 1QG
Telephone: 01373 462251
Email SCH.157@educ.somerset.gov.uk