



**St John's Primary School**  
**Policy for Special Educational Needs**  
**March 2017**

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## **A 1. Definition of Special Educational Needs**

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.

A child 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 child of compulsory school age has a learning difficulty or disability if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

## **A 2. Aims**

St John's School strives to be a fully inclusive school. Governors and staff recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need
- promote positive attitudes and individual confidence, ensuring all children experience success and feel valued
- identify, assess, record and regularly review pupils' special educational needs
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development
- meet the needs of the whole child, including welfare and emotional needs
- make effective use of support services
- follow the practice of early intervention
- provide pupils with skills for life and develop pupil's independence
- make key transition periods as smooth as possible, e.g. moving to secondary education.

## **A 3. Roles And Responsibilities**

Provision for children with SEN is a matter for the school as a whole. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

## ***Governors***

The Governors of the school, together with the Headteacher, are accountable for overseeing all aspects of the school's work, including provision for children with special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and Special Educational Needs Coordinator (SENCo), of the provision for children with special needs and implementation of the policy within the school.

## ***Headteacher***

The Headteacher is accountable for the provision for children with special educational needs. The Headteacher works closely with the SENCo to monitor provision and keeps the governing body informed.

## ***SENCo***

The Special Educational Needs Coordinator is responsible for ensuring the best possible provision for children with special educational needs.

## ***Teaching Staff and Teaching Assistants***

Class teachers implement the school's SEN policy and follow the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for the work of the children in their class and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers and Teaching Assistants seek advice from the SENCO to support inclusion, give feedback to parents of children with SEN and contribute to review meetings.

## ***Lunchtime Supervisors***

Lunchtime supervisors are given any necessary information relating to the supervision of children at lunchtime. They may meet the SENCo in relation to behaviour management and other issues for children with specific needs.

## ***Specialist training among the staff***

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

## **B 1. Identification and Assessment**

The progress of all children is assessed at regular intervals by staff as part of the school's tracking process (see Assessment, Recording and Reporting Policy, and Equal Opportunities Policy). Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN.

All those working with children are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the pupils and their parents. St John's School recognises that parents know their children best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of their parents.

When a child is identified as needing SEN support, the school employs a graduated approach of Assess-Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The Local Authority SEN Guidance is used as a guide for the identification, assessment and provision for SEN, and the forms provided are used for record-keeping. A register of pupils with SEN is kept as a legal requirement. There are two levels of intervention for pupils with special educational needs. These are known as SEN Support and Education, Health and Care Plan Assessment (previously known as Statements of SEN).

### ***Categories of Special Educational Need***

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment.

Children may be identified as having one or more of the following needs:

- **Communication and interaction:** Speech, Language and Communication needs  
Autistic Spectrum Disorder including Aspergers and Autism
- **Cognition and Learning:** Learning difficulties  
Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

- Social, emotional and mental health difficulties: Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, Attachment disorder
- Sensory and/or physical: Hearing Impairment  
Visual impairment  
Physical disability  
Multi-sensory impairment

### ***Supporting pupils with medical conditions***

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting Pupils with Medical Conditions Policy for further information.

## **B 2. Provision for Children with SEN at St John’s School**

Whilst provision depends on the needs of the individual, it may include:

- A Pupil Profile (PP) with outcomes for learning
- Quality teaching from the class teacher
- A curriculum to match children’s needs and interests
- Enhanced access to ICT or specialist equipment
- In class support from teaching assistants
- Catch up programmes in literacy and mathematics
- 1:1 or small group work
- A nurture group
- Access to a named member of staff as a point of contact
- Additional time or support in National Curriculum tests
- Extra help from other services

## **B 3. Allocation of Resources**

Academies receive funding from the Education Funding Agency (EFA) for pupils with SEN in three main ways:

- GAG funding (General Annual Grant) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEN budget covers the additional educational support required.
- Additional funds may be allocated to pupils with Education, Health and Care Plans.

As part of normal budget planning, St John's School has a strategic approach to using resources to support the progress of pupils with SEN. The school considers the Sutton Trust Teaching and Learning Toolkit and other research when prioritising spending.

Resources are allocated according to need and interventions include 1:1 tuition, nurture groups and specific SEN targeting programmes. Any money allocated as a result of an Education, Health and Care Plan Assessment will be identifiable and is spent according to the terms outlined in the resulting Statement of SEN.

## **B 4. Review**

Reviews for children working at SEN Support level are held three times a year. The class teacher, TAs working with the child and the SENCo attend these review meetings. Parents are also invited to these meetings and, where appropriate, the children may attend part of the meeting. Children comment on their progress towards targets on their Pupil Profiles. Copies of the completed review forms and new Pupil Profiles are shared with parents.

For children with an Education, Health and Care Plan, an **Annual Review** Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the Education, Health and Care Plan should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original Statement or Education, Health and Care Plan, are invited to attend or submit a written report.

## **C 1. Progression within school**

### ***From Pre-schools to Foundation Stage***

Strong links are made between the feeder Pre-schools and St John's School. Staff are made aware of difficulties or disabilities of children before they enter the Foundation Stage. Where needs are complex, the SENCo will attend review meetings. Extra transitional visits to the school may be required for children with SEN.

### ***From year group to year group in school***

Handover meetings are held within the summer term to discuss children with SEN. SEN children complete an 'All About Me' passport which is given to teaching staff. If appropriate additional familiarisation visits will be made for children with SEN.

### ***From Key Stage 2 to Key Stage 3***

The SENCo has meetings with the receiving secondary schools to discuss children with SEN that will be transferring to them. If appropriate, extra familiarisation visits to the new school will take place within a personalised transition programme for children with SEN. An 'All About Me' passport is completed by the child and passed onto the new setting. In all transitional stages, relevant paperwork and records referring to the child's SEN will be passed to new settings and new teachers.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with Statements or Education, Health and Care Plans, where the particular school has been named.

## **C 2. The Voice of the Child**

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. At St John's School we encourage pupils to participate in their learning by being present for at least part of review meetings, depending on their level of maturity, to share their wishes and feelings with families and staff. It is important to recognise success and achievements as part of the review process as well as addressing any needs or difficulties.

## **C 3. Partnership with Parents**

St John's School is keen to work in partnership with parents and carers to meet their children's needs. We will:

- Listen carefully to any concerns that parents/carers have
- Value the suggestions of parents/carers to support their child
- Keep parents/carers informed of their child's needs and progress
- Tell parents/carers about the support and learning strategies that their child will receive.
- Hold formal reviews three times a year to review the Pupil Profiles (PPs), which parents/carers are invited to attend.

Some parents of children with special educational needs have offered to be a friendly voice for others to talk to as part of the School's **Parent Support Group**. We also hold informal coffee mornings for parents of children with SEN to talk to other parents and find out more about SEN.

## **C 4. Links with other agencies, organisations and support services**

St John's School has access to a wide range of education, health and social services professionals available in Oxfordshire. We are committed to using the expertise and advice provided by other professionals. This includes outreach advisors from the

- SENSS: A countywide Special Educational Needs (SEN) teaching and advisory support service
- Occupational Therapists
- Speech and Language Therapists
- Educational Psychology Service

- Advisory Team for Inclusion (Oxsit)
- Family Solutions Services (Early Help) in Didcot

Other specific health, social services, and voluntary organisations can be contacted as required.

## **C 5. Common Assessment Framework and Team around the Family**

In order to best support the families of children that attend St John's School and involve outside agencies, the Common Assessment Framework (CAF) may be completed. Where necessary a Team Around the Family (TAF) is set up in order to best meet the needs of the children and their families.

## **C 6. Legal Requirements**

It is unlawful to discriminate against disabled pupils. A person is considered disabled if they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A school discriminates if:

- It treats a disabled child or prospective child less favourably than another for a reason related to their disability and without justification.
- It fails, without justification to make reasonable adjustments which require the school to think ahead, anticipate the barriers disabled children may face and remove them before a disabled child is placed at a substantial disadvantage.

## **C 7. Further reading**

This policy is also available on the school's website which can be accessed at <http://stjohnswallingford.org.uk/>. The following government publications are also useful and a paper copy can be provided from school.

*Special Educational Needs and Disabilities: A guide for parents and carers.* August 2014  
Available at:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## **C 8. Raising a concern**

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Headteacher and follow the school's complaints procedure in the first instance. Parents may also contact the Governing Body.

## **C 9. Contact Details**

**SENCo:** Charlotte Miles  
**Telephone:** 01491 837305  
**E-mail:** office.2567@st-johns.oxon.sch.uk

**Headteacher:** Miss Nicola Hughes  
**Telephone:** 01491 837305  
**E-mail:** office.2567@st-johns.oxon.sch.uk

**SEN Governor:** Dr Sophie Forsyth  
**E-mail:** office.2567@st-johns.oxon.sch.uk

**Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)** also offers free impartial advice in confidence.

**Telephone:** 01865 810516  
**E-mail:** sendiass@oxfordshire.gov.uk  
**Website:** <https://www.oxfordshire.gov.uk/cms/public-site/sendiass-oxfordshire-formerly-parent-partnership>

The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in two years (March 2019).

Signed: \_\_\_\_\_

Charlotte Miles, SENCo

Signed: \_\_\_\_\_

Nicola Hughes, Headteacher

Signed: \_\_\_\_\_

Sophie Forsyth, Link Governor for SEN