



St John's Primary School
Policy for Special Educational Needs
February 2019

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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, through positive values 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, well-being 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.

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 management of 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 Miss Charlotte Shepherd. She works closely with the Headteacher, Parents/Carers and outside agencies. She is responsible for ensuring the best possible provision for children with special educational needs.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff

- helping to identify children with special educational needs, and supporting staff in assessing and planning for progress
- maintaining the school's special needs register
- acting as designated teacher for looked after pupils with SEN
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- managing teaching assistants
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative

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 hold to review meetings three times a year.

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.

CO-ORDINATING AND MANAGING PROVISION

The Head teacher and SENCo work closely as a team and meet frequently to discuss SEND issues. The SENCo meets with class teachers to give support and advice. SEND provision is discussed regularly at staff meetings and IPPi's in order to raise the achievement of children with SEND.

Special needs provision is an integral part of the School Development Plan and provision mapping is used to strategically plan interventions for children with SEND.

The SENCo and/or Head teacher meets regularly with the Teaching Assistants to review progress and give advice and monitors the placement of TA support throughout the school. There is opportunity for informal daily contact between staff to discuss concerns and the SENCo is based in the Rainbow Room which serves as a hub for SEND information and resources. This also acts as a calm space for children.

Parents/Carers are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. This is particularly encouraged using Pupil Profiles which are reviewed at the during terms 2, 4 and 6. The SENCo also offers support to parents of children with SEND in order to foster a positive partnership between home and school to provide the best outcomes for the child.

Parents of pupils with Education, Health and Care Plans have an Annual review with the SENCo.

Where there is a concern that families need extra support, the SENCo and Head teacher meet to discuss strategies to support these families. When appropriate, the EHA (Early Help Assessment)/TAF (Team around the Family) process is used to identify and formalise areas for change and to engage and coordinate support from other professionals.

St John's Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

SPECIALISMS AND SPECIAL FACILITIES

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required, this will be arranged. The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate.

Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through individual files. Arrangements are made to allow as much independence as possible but with support available as and when necessary.

The SENCo and governor with responsibility for SEN liaise regularly to discuss provision within the school for all children with SEN.

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 School Support and Education, Health and Care Plan Assessment (previously known as Statements of SEN).

Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the suggested level for their age

- Requiring greater attention in class due to social, emotional and mental health needs or learning difficulties
- Requiring specialist material/equipment or support for sensory/physical needs.

The SENCo and the class teacher together with specialists, and involving the pupils' parents, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed regularly.

Where a child has not made expected progress despite the school providing SEN support, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEN support.

Reviews of children with SEN support are held each term and led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree outcomes for the pupil.

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 Behaviour reflecting underlying underlying

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 (element 2 funding) covers the additional educational support required.
- Top Up Funding may be given by county for one year in exceptional circumstances, even without an EHCP.
- 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 Education, Health and Care Plan.

B 4. Reviewing Success

Reviews for children working at SEN Support level are held three times a year. These meetings provide an opportunity to plan outcomes, revise provision and celebrate success. The Class teacher leads these meetings with the parent/ carers and pupil. They may be attended by the SENCo, TA or external agencies where appropriate.

Parents/carers and pupils comment on their progress towards their agreed outcomes on their Pupil Profiles. They also create a shared pupil passport that provides information on the key strategies, equipment and strengths which is available for all people working with the child. 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.

SEN Policy and Provision is reviewed and evaluated by:

- Monitoring of classroom practice by SLT, SENCo and Curriculum leaders.

- Analysis of pupil data and test results from individuals and co-horts
- School Self Evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- Monitoring of procedures and practice by the SEND governor three times a year
- The School Improvement Plan

C 1. Progression within school and transfer to other schools

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. 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. 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 plan 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 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 views on their progress, strengths, what helps as well as 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 believe it is essential that parents and the school work in partnerships to ensure that all children reach their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher at a mutually agreed time.

To ensure that there is good communication and partnership 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.
- Parents will always be consulted, and permission requested before involving any outside agencies in the assessment of a child's progress or behaviour.

Information about SENDIASS (formerly Parent Partnership Service) is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child

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)
- Locality Community Support Service (LCSS) in Didcot
- PCAMHS and CAMHS (Getting Help and Getting More Help)

- Virtual School for Looked after children
- School Nurse Service

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

C 5. Early Help Assessment and Team around the Family

At St John's Primary School we believe in order to provide a holistic support the families of children that attend St John's School we may need to access a wide range of outside agencies. In some cases, it may be appropriate to complete an Early Help Assessment (EHA), formally known as the Common Assessment Framework (CAF). Where necessary a Team Around the Family (TAF) is set up in order to best meet the needs of the children and their families. These meetings are held every 6 weeks and may involved external agencies in order to provide the correct support for the whole family. This is a voluntary process and meetings are usually held at the school and are led by either the Headteacher, SENCo or Home School Link Worker. The school may also attend TAF's which have been raised by other schools where a child's sibling is.

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. An impartial support group SENDIASS formally (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 Shepherd

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>

C 10. Monitoring and Reviewing

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 (January 2021).

Signed: _____

Charlotte Shepherd, SENCo

Signed: _____

Nicola Hughes, Headteacher

Signed: _____

Sophie Forsyth, Link Governor for SEN