



St John's CofE Primary School

SEND policy and information report

St Johns C of E Primary School

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St Johns C of E Primary School we recognise that some children may have special educational needs, and will require support and interventions additional to and different from those of the majority of pupils, in order to realise their full potential and gain equal access to the curriculum. We aim to:

- create and sustain a learning environment that encourages all children to feel included, to aspire, and to achieve;
- support each child to have a positive experience of school, to actively engage in their own selfdevelopment, and to achieve their full potential;
- ensure that the special educational needs of children are identified as early as possible;
- provide a comprehensive, up-to-date network of interventions to cater for all children's identified special educational needs, additional to and different from class-based differentiation.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Miss Joanna Powell.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support

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- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements □
Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

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- The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Induction for all Early Years children takes place in Terms 5 and 6, and usually this includes Play and Story times, and an induction meeting for parents. Reception teachers also visit pre-school settings to observe children and discuss their early years progress with pre-school staff. If your child joins the school in Reception, there may be transition funding available for children with high needs to support your child to settle into school. For pupils with SEND, additional visits and transition support can be arranged.

For children transferring at the end of Y6, additional transition visits to the secondary school are arranged for pupils with SEND, and additional meetings between parents and SENDCOs are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible. In some cases, additional meetings will be arranged in advance in the form of a Team Around the Child (TAC) or a Team Around the Family (TAF). If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process. For pupils who find yearly and/or mid-year transition challenging we provide extra support as appropriate to their needs. Parents will be fully involved and we value your input at any point in this process.

5.6 Our approach to teaching pupils with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum. In any given class, teachers will support learning at different levels and different rates. Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable.

Where a child has been identified with SEND, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily. For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team. This may lead to the assessment or support of, for example, a disability nurse or an occupational therapist. Where appropriate, homework tasks may be adapted to suit the needs of individual children. Our twice yearly Parent Consultation meetings also provide opportunities for parents/carers to discuss the curriculum with the class teacher.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

All children have individual needs. Children in school with SEND will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:

- Other staff in the school

- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service
- An assessment by an Educational Psychologist or other specialists
- Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills (usually run by the teacher or a Teaching Assistant)
- Providing special equipment/resources as required to support your child's learning and development
When a concern is raised that your child has SEND then we will use a process of assess-plan-do-review to decide if they are not making the same progress as other children. From this, we may involve outside professionals for advice. You will be informed of both the teacher's assessing-plan-do-review and whether we feel that contacting outside agencies would be beneficial. The class teacher (sometimes with the SENDCO) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENDCO. For some of our pupils with more complex needs for whom we have Individual Education Plans (IEPs), reviews of a child's progress towards their IEP targets are held at least twice a year. You will be invited to discuss your child's progress at these review points. If a specialist professional works with your child, there may be recommendations that are made, which may include:
 - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific professional expertise
 - Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or occupational therapy programme
 - A group or individual work with outside professional

5.9 Expertise and training of staff

The SENDCO's job is to support class teachers in planning for children with SEND and provide in-house training where possible and necessary. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia as well as whole staff training from the SENDCO or an outside professional to disseminate knowledge, strategies and experience and to ensure consistency of the school's approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service.

5.10 Securing equipment and facilities

The school budget includes money for supporting children with SEND. The Head Teacher and Senior Leadership Team, in conjunction with the School Business Manager, decide on the allocation of the total budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Head Teacher and the Senior Leadership Team discuss all the information they have about SEND in the school, including o the children getting extra support already o the children needing extra support o the children who have been identified as not making as much progress as would be expected They decide what resources/training and support is needed. SEND funding is usually allocated to employ staff and outside specialists (e.g. speech & language support, educational psychologists) and to buy resources and equipment. All resources/training and support are reviewed regularly and changes made as needed within the resources that the school has. Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school will apply for a statutory assessment of the child, which may lead to additional support being provided by the LA. Parents can also request that the LA carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this either from the school or from the LA by contacting the Bath and NE Somerset SEND Partnership Service. <http://www.bathnes.gov.uk/services/schools-colleges-and-learning/supportparentscarerseducational/SEND-Partnership-Service2>.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

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- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress

Holding annual reviews for pupils EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have

SEND

Activities and school trips are available to all children. Financial assistance may be available via the school's Pupil Premium allocation or other sources to ensure access to all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service. For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an appropriate additional adult may be asked to accompany a child during the activity. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

5.13 Support for improving emotional and social development

The school offers a wide range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher or the SENDCO, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child. Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services.) For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family. We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We have access to a very wide range of specialist services as follows: Autistic Spectrum Disorders Support (based at Fosseyway School) www.fossewayschool.co.uk/for-parents/coursestraining-for-parents/ Childhood and Adolescent Mental Health Service www.oxfordhealth.nhs.uk/children-and-youngpeople/youngpeople/south-west/banes/banes-community-camhs/

Educational Psychologists – we have a Service Level Agreement for Educational Psychology Services with Brighter Futures. This service is accessed via referral from the SENDCO.

Paediatric Health services - <http://bathneshealthandcare.nhs.uk/childrens/community-paediatric-service/>

Occupational Therapists - <http://wiltshirechildrensservices.co.uk/occupational-therapy/>

School Nursing Team - <http://bathneshealthandcare.nhs.uk/childrens/school-nursing/>

Children and Families Duty and Assessment Team www.bathnes.gov.uk/services/children-young-peopleandfamilies/child-protection

Speech and Language Inclusion Partnership <http://bathneshealthandcare.nhs.uk/childrens/speech-andlanguagetherapy/>

Vision Support <https://sensorysupportservice.org.uk/>

Hearing Support <https://sensorysupportservice.org.uk/>

Keynsham Children's Centre www.bathnes.gov.uk/services/children-young-people-and-families/childrenscentres

SEND Partnership Service: <http://www.bathnes.gov.uk/services/schools-colleges-and-learning/supportparentscarerseducational/SEND-Partnership-Service2>

Charities e.g. Mencap, National Autistic Society, Diabetes UK, Epilepsy Action

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance.

They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

SEND Partnership Service: <http://www.bathnes.gov.uk/services/schools-colleges-and-learning/supportparentscarerseducational/SEND-Partnership-Service2>

5.17 Contact details for raising concerns

If you wish to discuss any aspect of your child's education, please contact: a)

Your child's class teacher

b) The SENDCO – Miss Joanna Powell

c) The Head Teacher - Mrs Claire Graham

d) The SEND governor – Mr Jonathon Medlin

5.18 The local authority local offer

All Futura Learning Partnership schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the trust to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. The Local Authority support the school to meet the needs of pupils with a statement of Special Educational Needs as part of their Education, Health and Care Plan.

Our local authority's local offer is published here: www.rainbowresource.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Inclusion Leader **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

8. Remote Learning – Update January 2021

Remote learning and meetings during lockdown

Following DfE guidance all vulnerable pupils should attend school for face-to-face teaching and learning. Where this is not possible due to shielding or isolation, the Academy will provide remote

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learning. The Trust understands that remote learning can be difficult for some children and young people with SEND and can pose unique challenges for children and families. It is for this reason that we encourage all children with EHCPs to attend school during lockdown period. Where remote learning is provided the Academy will communicate frequently with parents/carers and families to ensure continuous guidance and support. Bespoke remote learning will be personalised to individualised needs and may include on-line teaching and learning, on-line meetings, regular communication by telephone or email and bespoke learning packs

Meetings will continue during this time to keep IEP target meetings on track, hold Annual Reviews meetings and provide additional support where appropriate. Meetings will be by telephone or on-line