

# St John's Catholic Primary School



## **SEND POLICY**

REVIEW: Autumn 2016

## Section 1: Introduction

At St John's Catholic Primary School we provide the opportunity for our children to develop spiritually, morally, emotionally, intellectually and physically towards their own full potential.

We strive to create a happy working environment with co-operation, consideration and forgiveness where each individual is highly valued and respected.

Within our Catholic community we encourage confidence, creativity and independence. St John's offers a broad, balanced, creative curriculum providing opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

All teachers are teachers of children with Special Educational Needs and Disabilities (SEND). This policy complies with the statutory requirement laid out in the SEND code of practice 0-25 (January 2015).

## Section 2: Aims and Objectives

### Aims:

St John's Catholic Primary School believes in raising the aspirations of and expectations for all pupils with SEND. We use our best endeavours to make sure that a child with SEND receives the support they need. A focus on positive outcomes for the children and not just providing hours of provision/support is important. All teachers and teaching staff promote high standards which enable every child, including those with SEND to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood whether into employment or continuing in education.

### Objectives:

- To identify at the earliest opportunity and provide for pupils who have special educational needs and/or disability.
- To work within the guidance provided in The Special Educational Needs and Disabilities Code of Practice 2015.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a safe, secure and caring environment for all pupils in school including those with SEND.
- To empower children to become independent learners who contribute to the life of the school.
- To ensure that every child with SEND receives a differentiated curriculum and can achieve success in their learning to the highest possible standard in order to reach their potential.
- To provide support and advice for all staff working with special educational needs pupils.
- To provide intervention programmes which meet individual needs and provide challenge and success.
- To involve pupil voice within the planning and reviewing of programmes and learning and experiences.
- To work in partnership with parents involving them in planning and reviewing their child's additional support at home and school.
- To work closely with external support agencies who may need to help support the needs of some individual pupils.
- To ensure that children with dyslexic type difficulties are given opportunities to show their learning and strengths in alternative ways and maintain high levels of motivation and self-esteem.
- To provide a Special Educational Needs Coordinator (Inclusion Leader) who will work with the SEND Inclusion Policy.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to S

## Section 3: Special Educational needs

The Code of Practice details 4 areas of need:

- Communication/Interaction
- Cognition/Learning
- Social, Emotional & Mental Health Difficulties
- Sensory/Physical

At St John's Catholic Primary School the needs of the child are identified by considering the needs of the whole child, which will include not just their special educational needs. We also take into account other issues that whilst not being SEND may have an impact on progress and attainment:

- Disability (the Code of Practice outlines "reasonable adjustment" duty of all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

Any concerns relating to a child's behavior will be seen as an underlying response to a need that we will work to recognise and identify clearly.

## Section 4: A Graduated Approach to SEND Support

As the Code of Practice states, pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions/adjustments and involvement in high quality personalised teaching.

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.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachieving. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

As a school we continually apply the ASSESS – PLAN – DO – REVIEW cycle.

In deciding whether to make SEND provision we consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. As well as ongoing teacher assessment, we also use reading and spelling standardized assessments twice yearly. The progress of every child is monitored during half-termly pupil progress meetings and Target Tracker is used as the database for assessments. The Inclusion Leader meets with teachers and the Senior Leadership team to discuss progress.

For higher levels of need, we have access to a wide range of more specialised assessments from external agencies and professionals. Referrals are made by the Inclusion Leader for outside agency support in consultation with parents. Parents are advised to contact their GP with reference to conditions such as Autism and ADHD.

When a child is assessed as having SEND we write an individual Learning Plan (ILP) which is a support plan outlining the child's targets and documenting the Asses – Plan– Do – Review cycle. This is created in collaboration with the child, parents and advice from outside agencies as appropriate. The plans are reviewed informally on a regular basis and more formally on a termly basis. Children move on and off the SEND register as appropriate, depending on their level of need and progress towards their personal targets.

Parents are invited by the Inclusion Leader and the teacher to the planning and review meetings for their child at the beginning of the year and are encouraged to communicate on an ongoing basis throughout the year, in addition to the formal parent-teacher meetings in the Autumn and Spring terms. Parents are welcome to make appointments to come into school at the end of the academic year to meet with the Inclusion Leader.

## SECTION 5: Managing pupils needs on the register

Class teachers and Teaching Assistants who work with children in school constantly monitor the progress of the children in their class. Provision is planned on a half-termly basis, to meet the needs of the current cohort of children in school. Contributions of progress being made towards the targets may come from support staff, teachers, Inclusion Leader and parents. All provision for SEND is carefully planned, resourced and assessed. Our school local offer can be viewed on the school website and is linked to West Sussex Local Offer.

Where necessary we seek advice from outside agencies including: Speech and Language Therapy Service, Learning and Inclusion Advisory Team (LIAT), Educational Psychology Service, Sensory Support, Physiotherapy and Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS), the Child Development Centre (CDC) and School Nursing Service and Children's Services including Think Family and Family Link. The Inclusion Leader normally refers to and liaises with outside agencies.

Where a child's needs cannot be met at the lower SEND level of School Support, a request for statutory assessment can be made, with a view to obtaining an Educational Health Care Plan (EHCP). This process will usually only be started once a school can show it has applied "best endeavours" to meet the child's needs from the current school resources. As a first stage, school can complete an "Early Help" assessment which looks at the needs of the child in the wider context of home, family and school, with a view to the child being given an Education Health Care Plan (EHCP). A school may receive a small amount of High Needs funding with the EHCP, if deemed necessary by the local authority.

At St John's the dialogue around children's progress and learning is constant and ongoing and we follow defined processes to manage systems and ensure that appropriate high quality additional provision is made for children placed at SEN support on the SEND register. The following procedures are in place:

### **ASSESS:**

At the beginning of each term the Inclusion Leader meets with the teacher of each year group to identify the needs of the children at SEN support and for those children who need some additional support. Decisions are based upon reviews of targets and assessment data as well as outside agency reports. The child's progress is measured by comparing their ability prior to the intervention programme when baselines and starting points were gauged.

### **PLAN:**

The Inclusion Leader plans intervention for the year group in collaboration with the Headteacher, Senior Leadership team and Class teachers. A provision map is drawn up and teachers have responsibility for checking the accuracy of administration referring to their particular cohort. The plans are stored electronically so that any adults working with the child can access them to update as necessary and paper copies are stored in the provision planning folder within a locked filing cabinet in the Inclusion office. The Inclusion Leader plans details such as time, frequency, resources and liaises with the lead person to measure starting points and baselines and updates each child on the SEN register under SEN support. Parents are invited to attend a meeting with the teacher and Inclusion Leader to discuss the provision for their child, and the ILP is co-produced by the parents and school. The parent is required to fill in a parent questionnaire which

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enables discussion around best hopes and outcomes for the child, and looks at barriers to learning from the parent's perspective. Where a parent cannot attend this meeting, a follow-up meeting is arranged. If a parent is still unable to attend school, the Inclusion Leader will contact the family by phone or email to ensure that information is shared.

### **DO:**

A baseline assessment is made by the lead person of the intervention before it commences. The Inclusion Leader liaises closely with the Teaching Assistants and the Teachers responsible for carrying out the intervention and support. This may be individual support or small group work outside the classroom. Strategies recommended by outside agencies such as Speech and Language therapists or Educational Psychologists are employed. This action is documented on the ILP. The teacher or Teaching Assistant will conduct an interview with the child to understand their feelings and attitudes towards their learning and to find out what is important to them and what is important for them. Staff meets regularly during the term to discuss issues around SEND during the weekly staff meetings.

### **REVIEW:**

At the end of each half-term the lead person carries out a review assessment and feeds back to the Inclusion Leader. In some instances this may be the end of half-term teacher assessment or standardized tests. The Inclusion Leader meets with the teaching team to discuss the progress of the children in interventions and plans provision for the next term and then meets with teachers and the SLT to discuss and repeat the assess cycle again. The ILP is updated as a record of this action. If a child has not made significant progress and concerns are raised by staff members or parents a referral to an appropriate outside agency may be made.

## SECTION 6: Criteria for exiting the SEND register/record

St John's SEND register is a fluid document as children move on and off the SEND register. The aim is for children to receive support to enable them to close the gap in achievement between themselves and their peers. At this point they no longer need to be on the SEND register. This is then discussed at the termly review meeting and if all are in agreement the child will move off the SEND register. Frequently the child will move to the 'monitoring' record and their progress is kept in check and additional support is documented accordingly. Sometimes a child will move off and then back on to the SEND register.

## SECTION 7: Supporting pupils and families

Support is available to parents to guide them through the school and LA local offer (See West Sussex Local Offer website). <https://westsussex.local-offer.org>

Our information about SEND can be found on our website <http://www.stjohnshorsham.school>

We provide links with other agencies to support the family and pupil and can support parents with accessing these or put them in touch with agencies such as Parent Partnership and Amaze, who can act as independent supporters for them.

[http://www.westsussex.gov.uk/learning/special\\_educational\\_needs/parent\\_partnership\\_service\\_-\\_s.aspx](http://www.westsussex.gov.uk/learning/special_educational_needs/parent_partnership_service_-_s.aspx) <http://amazebrighton.org.uk/services-and-support/advice-west-sussex/independent-support/>

Admission:

Our admission arrangements can be found on our school website and in our school admissions policy.

Access arrangements for assessments:

Access arrangements for assessments are set out by the government. Arrangements are planned by the Headteacher, class teacher and Inclusion Leader so that children have access to a reader, scribe or have additional time in order to show their progress.

Transition:

Transition may be a challenging time for pupils especially those with SEND. Prior to children starting St John's, staff work closely with the nurseries. Often children with SEND will have been supported by the FIRST team and so we often have transition meetings led by them at our school in the summer term prior to the child entering Reception class. Where possible the Inclusion Leader will meet with the Reception teacher and the new parents and child. New Reception children are invited to spend several sessions in the Reception class during the end of the summer term. A new parent's evening is arranged prior to starting in September and the Six Weeks in parents meeting during the Autumn term.

When children move schools mid-year/key stage we do our best to liaise with the new school and to pass on all paper work as quickly as possible. If possible and appropriate we will arrange meetings between school staff.

All children gain the opportunity to visit their new classrooms and teacher during the Summer term. A transition booklet with photographs of the new class and teaching team is given to children who require additional support. The ILP will be shared by the existing teacher during transition

meetings with the new teacher during the Summer term.

For children moving on to Secondary school, a transition programme is run. Children are identified for this programme in discussion with parents and children, teaching teams and the Inclusion Leader. The Inclusion Leader meets with the SENcos of the new Secondary school and the children also have a meeting with the new Secondary School's member of staff. Additional transition arrangements are tailored to individual needs, and pupils may attend extra visits to the new school.

## **SECTION 8: Supporting pupils at school with medical needs**

St John's 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.

Some may also have special educational needs and disabilities (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed. Arrangements are put in place to support pupils at school with medical conditions as needed. Policies on medical conditions can be found on the website under policies.

## **SECTION 9: Monitoring and Evaluation of SEND**

St John's regularly and carefully monitors and evaluates the quality of provision we offer all pupils. This is done in a variety of ways including regular audits, sampling of parent views, pupils views, and staff views. The school governors support us in ensuring that we offer the best possible provision for all our pupils.

St John's conducts assessments for all children in Reading, Writing, Phonics/Spelling and Maths on a termly basis and at the end of year using standardised tests. In addition, children with SEND may be assessed using a variety of diagnostic tests including the Phonological Awareness Battery, Dyslexia Screening Test, Sandwell Numeracy Test, Renfrew Vocabulary Test and the BPVS information and grammar language test. We may also use the Boxall Profile to investigate aspects of communication.

The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. The views of parents and pupils are heard and recorded at SEND meetings as described above.

## SECTION 10: Training and Resources

St John's allocates an amount from its school budget to funding SEND provision. Every class in Key Stage 1 has a full time Teaching Assistant and in Key Stage 2 Teaching Assistants are employed for five mornings per week per class. Additional SEND LSAs are employed in order to meet the needs of some children across the school with identified SEND.

The training needs of staff are identified and planned based on the needs of the current teaching teams and the expertise and interests of the team of teachers and support assistants in school. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's Inclusion Leader regularly attends the annual SEND conference organized by West Sussex Local Authority, and Inclusion Leader network meetings in order to keep up to date with local and national updates in SEND.

Good local links are developed between schools and with other local agencies. We have been able to buy in resources as a network, e.g. Parenting Workshop, Speech and Language training for staff and seek support from the Compass QE2 Hub which is supporting schools in terms of advice, resources and training.

## SECTION 11: Roles and Responsibilities

Designated Teachers with specific safeguarding responsibility:

- Mrs Toria Bono (Headteacher)
- Mrs Rachel Clough (Deputy Headteacher Inclusion including PP and LAC funding)
- Mrs Alison Hoarau (Assistant Headteacher)
- Mrs Rachel Kendal (SENCO Autumn Term)

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils:

- Mrs Rhoda Hatton (School Business Manager)
- Mrs Toria Bono (Headteacher)
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Role of SEND Governor-To support the school with developing and maintaining the school SEND provision and to be a critical friend.

Role of Learning Support Assistants (LSA)-we have a number of LSAs who work across a number of classes, supporting children with SEND, one to one and in small groups as appropriate. They are not linked to specific classes and are line managed by the Inclusion Leader.

## **SECTION 12: Storing and Managing Information**

Confidential documents are stored in a locked cupboard in the Headteacher's meeting room. When a child moves to a new school, all paperwork pertaining to them is passed on as quickly as possible to the new school.

## **SECTION 13: Reviewing the Policy**

The SEND policy will be reviewed annually.

## **SECTION 14: Accessibility**

### **Statutory Responsibilities**

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. All classrooms are inclusion friendly. Teachers are aware that their classrooms need to be supportive to children with dyslexic type difficulties, ASD, ADHD etc.

At St John's we constantly review our facilities to ensure that we are accessible to our current cohort. If a disabled child joins our school we work with the appropriate professionals to adapt our site to make necessary adaptations. There is a disabled toilet and seating.

We encourage children with disabilities to participate in all aspects of school life, including participation in before and after school clubs. This may include providing additional adult support to enable that child to participate. All children are included in educational visits and residential trips.

If a parent wishes to raise a concern the first contact should be made to the child's teacher. This can be done via a message in the home school reading record book, or contact book if this has been established for a child with SEND. Contacting the School Office to leave a message or make an appointment in person, by phone, or by email is also possible. Further enquiries can be addressed to Rachel Kendal (SENCO), Rachel Clough (Deputy Headteacher Inclusion) or Toria Bono (Headteacher) and appointments made via the school office.

## **SECTION 15: Dealing with complaints**

Please refer to the school's complaints policies and procedures.

## **SECTION 16: Bullying**

Please refer to the school's bullying policy.





