

# St. John's



Catholic Primary School

## **Special Educational Needs and Disabilities (SEND) Policy**

**October 2021**

**Review Date October 2022**

### St. John's Mission

Through Jesus Christ, at St. John's all our children  
Learn to Love and Love to Learn.

The family of St. John's love learning and are life-long  
learners.

Through Jesus Christ everyone knows how to show love to  
others and God, remembering that kindness comes first.

## 1. Ethos Statement

St John's Catholic Primary School has a child-centred and very inclusive ethos. We aim to teach each pupil at an appropriate level, using suitable teaching methods and resources, thus ensuring that the curriculum successfully meets the needs of all our pupils. We believe that all pupils have individual educational needs, and we relate these needs to the pupils' abilities as well as any disabilities. We believe that the education goals for all pupils are the same. We aim to help them achieve success and feel positive about themselves and learning.

At St John's School we aim to provide a broad, relevant and balanced curriculum for all our pupils, including those children with additional educational needs. This is reflected in all of the school's policies. This policy ensures that curriculum planning and assessment for pupils with additional educational needs takes their needs into account, and makes suitable provision for them using all of the resources available. Interventions for each pupil are reviewed regularly to assess their impact, the pupil's progress and the views of the pupil, their parents and their teachers.

## 2. Definition of SEND

At our school we use the definition of SEN and of disability from the revised SEND Code of Practice (2014). This states:

**SEN:** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A pupil has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision that is different from or additional to that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## 3. Key Roles and responsibilities

### SENCo (Special Educational Needs and Disability Co-ordinator)

The SENCo has day to day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual mainstream pupils with SEND, including those who have an EHC Plan. Part of the role of the SENCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

**SENCo name:** Mrs Rachel Clough, PGCiPP: National Award for Special Educational Needs Coordination

**Contact details:** [senco@stjohnshorsham.school](mailto:senco@stjohnshorsham.school) or via the school office on 01403 265447

**SEND Governor** - Mrs Fran Kerr, a member of the governing body of the school, has specific responsibility for overseeing the school's provision for pupils with special educational needs.

**Designated Teacher with specific Safeguarding responsibility:** Mrs Finula Farr (Headteacher), Mrs Rachel Clough (SENCo and DSO) and Mrs Lorraine Vinall (Chair of Governors)

**Member of staff responsible for managing Pupil Premium (PP)/LAC funding:** Mrs Rachel Clough  
**Pupil Premium Governor:** Mrs Lorraine Vinall (Chair of Governors)

## 4. Introduction

### **How was this policy put together?**

- This policy was created in partnership with the SENCo and SEND governor. The policy reflects the statutory guidance set out in the SEND Code of Practice: 0 to 25 Years (July 2014).

### **How is this policy evaluated?**

- This policy is subject to a yearly cycle of monitoring, evaluation and review by the Headteacher, SENCo and SEND governor, and is approved by the Full Governing Body.
- The SENCo, Headteacher and Governing body annually evaluate the effectiveness of the policy against the principles and objectives set out in the policy.

### **How can parents access this policy?**

- You can see a copy of our policy on the school website or a hard copy can be requested from the school office.
- Please inform the school if you need the policy to be made available to you in a different format, e.g. an enlarged font

### **Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 years (July 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The Children and Family Act 2014

### **5. Aims and Objectives**

- At St John's all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress within school and to ensure that they are a valued member of the wider school community.
- We want all pupils with SEND to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- To give all pupils with SEND the greatest possible access to a broad and balanced Curriculum
- We will use our best endeavours to give pupils with SEND the support they need within our school setting. To ensure that suitable provision is made, outside agencies may be consulted.
- To acknowledge the importance of the role of the Parent/Carer in their child's education and work in partnership with the school so that they may support their child's learning
- To raise staff awareness and expertise through SEND meetings, Learning Assistant (LA) meetings and staff meetings

### **6. Identification of Needs**

The SEND Code of Practice outlines four broad areas of need:

#### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding and processing what is being said to them or they do not understand or use social rules of communication. The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or physical needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) will require specialist support and/or equipment to access their learning. Some children with physical needs (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At St John's school, we will identify the needs of each pupil by considering the needs of the whole pupil which are broader than just the SEN of the pupil or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs. We will make the appropriate referrals to outside agencies should additional information and support be required.

Where a pupil has a private report, we will read the information, but the school is under no obligation to act upon it.

## **7. A Graduated response to SEND Support - A Whole School Approach**

### **Provision for children with SEND is a matter for the school as a whole.**

Every teacher is a teacher of children with special educational needs. Teaching all children is therefore a whole school responsibility. The revised Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is *additional to* or *different from* the provision made as part of the school's usual differentiated curriculum and strategies.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an Annual Review meeting has to be held in addition to this. For pupils who require additional provision an Individual Learning Plan (ILP) will record this provision.

At St John's, we adopt a Quality First Teaching approach. The key characteristics of high quality teaching are:

- highly focused lesson design with clear, defined objectives
- high expectations of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

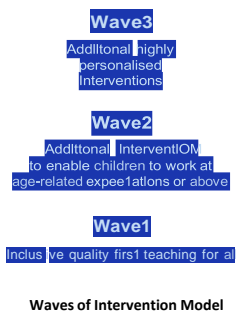
Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or 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 underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and ensure high quality teaching.

### What does Additional Support mean?

Additional support does not necessarily mean that the pupil will have Learning Assistant support. SEND support can take many forms:

- a special learning programme for the pupil
- extra help from an adult
- making or changing materials or equipment
- working with the pupil in a small group
- observing the pupil and keeping records
- helping the pupil to take part in class activities
- supporting the pupil with physical or personal care difficulties

### 8. Managing pupils needs on the SEND register



Children on the SEND Register with Wave 3 targeted support will have an Individual Learning Plan (ILP) containing targets and the strategies required to allow the pupil to achieve them.

Formal ILP review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new targets. Class teachers are responsible for evidencing progress according to the targets described in the plan. Class teachers are responsible for maintaining and updating the plan, with support from the SENCo. This is then shared with everyone involved with the pupil. The SENCo reviews all school records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Our Individual Learning Plan (ILP) format follows the structure of:

#### Assess

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings where appropriate. We keep track of pupils' progress through tracking meetings. We identify pupils making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

### **Plan and Do**

Where it is decided to provide a pupil with SEND support, we will talk to the parents and pupil. We will agree which adjustments, interventions and support will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear time frame for review. The class teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they should still retain responsibility for the pupil.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed time frame. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. Pupils are encouraged to contribute to and express an opinion on their ILPs targets. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Headteacher and SENCo
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document

The outcome of the provision review may be that a pupil is no longer in need of additional provision, this means they would be removed from the SEND register. This decision would be made in consultation with teachers and parents/carers.

## **9. Supporting families and pupils**

Our school is committed to establishing and maintaining good working relationships with the families of all our pupils and recognises the importance of a partnership between home and school. Parents are kept informed of children's progress and are encouraged to play an active part in their children's learning and to support targets set. Parents with concerns about their pupil should discuss these first with the class teacher who will inform the SENCo if necessary.

The pupil and family is at the centre of everything we do and we will work with families to achieve the best outcomes for their child.

Further support and help can be found in the following ways:

- Support of outside agencies
- The St John's SEND Information Report (SIR) - which can be found on our website
- The West Sussex Local Offer which can be accessed via their website <https://westsussex.local-offer.org>
- Our transition arrangements. We have excellent links with local senior schools. When the pupil makes the transition to their new school or class; we have transition plans in place to support their move if appropriate

## **10. Supporting children with a medical condition**

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. Some may also have special educational needs (SEN) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

### **11. Training and development**

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 SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND.

The school's SENCo regularly attends the West Horsham SENCo network meetings in order to keep up to date with local and national updates in SEND and holds the PGCiPP: National Award for Special Educational Needs Coordination.

### **12. Monitoring and Evaluating SEND**

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs.

#### **The Headteacher is responsible for:**

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole
- the deployment of all special educational needs personnel within the school

#### **The SENCo is responsible for:**

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- working closely with the Headteacher and SEND Governor
- keeping the governing body informed about SEND issues
- working closely with the Learning Mentor to monitor provision made for pupils with special educational needs
- advising on graduated approach to SEND Support
- liaising with the teacher where a Looked after Child (LAC) has SEND
- helping staff to identify pupils with special educational needs
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- working with the Assessment Coordinator to monitor and evaluate the progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year assessments
- where appropriate, support teaching staff with reviewing ILP targets and intervention programmes
- coordinating high quality intervention, either 1:1 or in small groups
- carrying out assessments and observations of pupils with specific learning difficulties

- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising with and advising other school staff
- contributing to the in-service training of staff
- advising on the use of delegated budgets
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

**The Learning Mentor is responsible for:**

- working closely with the SENCO to identify pupils with special educational needs, report on progress and highlight any concerns
- liaising with teachers and learning assistances to identify pupils who would benefit from mentoring
- discussing the aims of mentoring with pupils
- implementing strategies and supporting pupils in self-esteem and confidence building activities
- liaising with teachers and learning assistants to identify and support pupils' behavioural changes
- supporting pupils in a range of environments
- listening to pupils and helping them resolve a range of issues that are creating barriers to their learning
- organising and implementing group interventions
- liaising with parents/carers of pupils involved in interventions
- monitor and track the impact of interventions
- monitor and track the impact of mentoring
- aiding pupils with transition to secondary education
- reporting any safeguarding issues to the designated safeguarding lead
- attend Network Meetings to receive training and share best practice

**Class teachers are responsible for:**

- retaining responsibility for all pupils, including working with pupils with SEND on a daily basis
- making themselves aware of, and up to date with, the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- working closely with the SENCO
- directly liaising with parents of children with SEND
- planning, assessing and monitoring all pupils in their care
- providing high Quality First Teaching for all children
- writing, monitoring and reviewing ILPs
- writing, monitoring and reviewing termly Provision Maps
- delivering and tracking ILP targets and reviewing these with the SENCO
- providing feedback to the SENCO regarding pupils' progress in achieving individual targets for ILPs/Interventions
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- delivering, tracking and reviewing specific intervention programmes under the direction of the SENCO
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- reporting intervention reviews to the SENCO
- keeping records of their work with individuals or groups as appropriate



**Learning Assistants (LA) are responsible for:**

- supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and/or the SENCo
- providing feedback to the class teacher regarding pupils' progress in class lessons
- providing feedback to the class teacher and/or the SENCo as appropriate, regarding pupils' progress in achieving individual targets for ILPs/Interventions
- keeping records of their work with individuals or groups as appropriate
- delivering and tracking ILP targets and reviewing these with the class teacher and the SENCo, if appropriate
- delivering, tracking and reviewing specific intervention programmes under the direction of the class teacher and the SENCo, if appropriate

**Governors will ensure that:**

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- termly meetings between the SENCo and the SEND Governor are held, which are reported back to the Governing Body by the SEND Governor
- the SEND Policy is subject to a yearly cycle of monitoring, evaluation and review by the SEND governor and approval by the Full Governing Body

**13. Storing and Managing SEND Information**

Information relating to SEND is stored on the school server or in locked cupboards. When a pupil leaves St John's School their SEND information is passed onto their next school.

**14. Complaints**

Parents who are dissatisfied with the school's provision for special educational needs should in the first instance report this to the class teacher. If they remain dissatisfied, they should make an appointment to see the SENCo and Headteacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for special educational needs, who may be contacted through the School Office. If parents are still not happy after using the school's complaints procedure, the parents should contact the Local Authority for advice, support and information.

**15. Reviewing the SEND Policy**

In line with school and government policy, the SEND policy is reviewed annually by the SEND Governor in collaboration with the SENCo and approved by the Full Governing Body.

This policy will next be reviewed in autumn 2022.