



St. John's Church of England Academy

## **Special Educational Needs & Disabilities (SEND) POLICY**

**Date of Policy:** September 2019

**Date of Review:** September 2020

This policy outlines the framework for St. John's C. of E. Academy to meet its duty and responsibility to provide a high-quality education for all pupils including pupils with special educational needs and disabilities (SEND).

Every teacher at St. John's C. of E. Academy is a teacher of pupils with SEND and therefore teaching such children is a whole school responsibility.

The school is totally inclusive and welcomes all children. Where a child has a recognised special/additional need or disability we will make all reasonable adjustment to accommodate their needs in school. (For further details see Admissions Policy and Equal Opportunities Policy.)

In order to meet the needs and provide a high quality education for all our pupils St. John's C. of E. Academy will work within the following principles:

- Involve children and parents in decision making
- Identify the needs of children and young people
- Collaborate between education, health and social care services to provide support
- Provide high quality provision to meet the needs of children and young people with SEND
- Provide parents and children a greater choice and more control over their support
- Plan and prepare for successful transitions, for example to and from pre-school, between key stages and secondary school
- Promote wellbeing through emotional, social and moral understanding of the whole child and their families
- Facilitate the learning of all children through quality first teaching and, where appropriate, specific and measurable interventions to enable progress
- To provide a safe, caring and happy environment where each child is valued as an individual and can develop to their full potential
- To develop the potential of each child within their capabilities, recognising different needs and abilities and provide challenges and appropriate teaching at each stage of development.

This policy will have due regard to legislation including but not limited to:

- Children's and Families Act 2014
- Equalities Act 2010
- Children's Act 1989
- Health and Social Care Act 2012
- Mental Capacity Act 2005
- Disability Discrimination Act 1995

This policy also takes into account statutory and non-statutory related guidance, including:

- SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Keep Safeguard Children

This policy was developed through consultation with parents, governors and teaching staff.

The development and implementation of this policy is the responsibility of the SENDCo supported by the Headteacher and governors.

### **Identifying Pupils with Special Educational Needs**

The law states that a child has special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Despite high quality classroom teaching some children do not make sufficient progress. To identify children with special educational needs St. John's C. of E. Academy will:

- Assess each pupil's level of attainment and current skills through Pupil Progress Meetings, work scrutiny, pupil conferencing
- Class teachers will discuss their concerns with the SENDCo
- Together class teachers and the SENDCo will consider a holistic approach to improve outcomes. These will be discussed and agreed with parents
- All factors that may be preventing a pupil making progress will be taken into account
- Once appropriate adjustments have been made they will be closely monitored over time using an **Assess – Plan – Do – Review** approach

### **Monitoring will include:**

- Ensuring that a pupil's progress is similar to that of their peers starting from the same baseline
- Pupils are making expected or above expected rates of progress
- Attainment gaps between pupil's and their peers are closing

- If difficulties continue, then it should be considered whether the pupil is placed on the school's Special Educational Needs and Disabilities Register. This will be discussed and agreed with parents.

When pupils with a particular area of special needs are identified, the class teacher and the SENDCo will identify this using the Local Authority guidance. There are four broad areas of special educational need. They include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

### **Provision for Pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class including those with SEND. Teachers will have high expectations of pupils with SEND and their rate of progress will be in line with expectations. The aspiration is that these children will make greater than expected progress in order to close the gaps between them and their peers. All pupils with SEND will receive high quality class teaching that is differentiated appropriately to meet their individual needs. Teachers will differentiate lessons by task or by outcome or by the use of additional support/equipment.

### **Gloucestershire Graduated Pathway**

Once a pupil has been identified with potential special educational needs the Gloucestershire Graduated Pathway will be employed. This approach includes:

- Clear assessment of the pupil's needs
- Planning with the pupil (where age appropriate) and the pupil's parents, the interventions and support to be put in place, as well as expected impact on progress, development and behaviour.
- Implementation of interventions, with support from the SENDCo
- A clear date for reviewing interventions and support and making any necessary adjustments
- Targets will be Specific, Measurable, Attainable, Realistic/relevant, Time scaled. Targets will be set by staff, parents, outside agencies and pupils using child-friendly language.

### **My Plan**

The above support and interventions can be implemented and monitored through a My Plan.

A My Plan is a simple action plan that will address and achieve agreed outcomes in order to meet pupil's identified additional needs. Additional needs may include:

- Makes little or no progress even when teaching approaches are relevant and targeted at specific needs
- Shows signs of difficulties in developing English and mathematical skills resulting in poor attainment

- Persistent emotional or behavioural difficulties that are not improved by positive behaviour management strategies employed by the school
- Communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- Sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- My Plans will be reviewed at least 3 times a year with parents, usually at an extended parent's evening appointment.

### **Assessment and My Plan +**

If it becomes clear, following the review of the My Plan, that it is not meeting the needs of the pupil or that further needs are being identified, it may be appropriate to complete a My Assessment leading to a My Plan +. The SENDCo will meet with the pupil's parents/cares and class teacher to discuss concerns and explain the process of a My Assessment and My Plan +. The discussion should include seeking parents' permission to seek advice from external support agencies to support the pupil if:

- The pupil continues to make little or no progress in specific areas over a long period
- Continues to work at a level significantly below that expected of children of a similar age
- Continues to have ongoing difficulties in developing English and mathematical skills and knowledge
- Has continued emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management plan
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication and interaction difficulty that impedes the development of social relationships and causes significant barriers to learning.

Once the My Assessment and My Plan + has been agreed everyone working with the pupil contributes to the assessment of needs and the school will integrate all the information received from the professionals into the My Assessment and My Plan+ documents. The SENDCo will then call a Team Around the Child (TAC) meeting during which the My Plan+ can be completed ensuring all actions are allocated to the correct professionals. Future TAC meetings will be arranged to review the My Plan+.

Where a pupil with special educational needs is not achieving outcomes through a My Plan +, the pupil, parents/cares and professionals involved will agree the next steps together. This will involve either a change to resources or a request for a statutory assessment and an Education, Health and Care Plan (EHCP).

### **Education, Health and Care Plan (EHCP)**

- The statutory process (of 20 weeks) begins when a request has been received by the local authority
- Any request must be accompanied by the relevant evidence and documentation

- A Multi-Agency Panel meets (at the Local authority) weekly to consider requests of EHCP assessment based on the evidence provided
- The local authority will make a decision and communicate it with the child's parents within 6 weeks of receiving the request
- If the decision is to proceed with the EHCP assessment the local authority will request advice from all those professionals already involved with the child
- From the advice of the professionals a draft EHCP will be drawn up
- The draft EHCP again goes to The Multi-Agency Panel where a level of resourcing is agreed
- Draft EHCP is sent to school and parents. Parents have 14 days to appeal against the decision of the Multi Agency Panel. (Schools cannot appeal)
- Once agreed, a final EHCP is issued
- If the decision is taken not to issue an EHCP, the school will consider and implement the recommendations of the feedback from the local authority, regarding how the pupil's outcomes can be met through existing provision.

Information regarding the Gloucestershire Graduated Pathway can be found on the Gloucestershire Families Website. See useful websites at the end of this document.

### **Reviewing EHC Plans**

St. John's C. of E. Academy will ensure:

- An annual review meeting takes place once a year. The meeting is convened on behalf of the local authority if requested
- The arrangements are put in place by the school to host the annual review
- Parents, carers, pupil and professionals involved with the child are invited
- Information about the pupil is sought prior to the annual review meeting from all parties invited
- Any advice or information gathered is sent to all those invited to the meeting at least two weeks prior to the annual review.
- If a child's needs significantly change at any point within the school year an early review can be convened

### **Data and Record Keeping**

St. John's C. of E. Academy will:

- Keep details of SEND, outcomes, teaching strategies and involvement with specialists as part of its standard system to monitor the progress, behaviour and development of all SEND pupils.
- Maintain an accurate and up to date register of the provision made for pupils with SEND
- Record details of additional or different SEND provision on a provision map.

If you are concerned about your child the first point of contact is always the class teacher. The class teacher will pass your concerns on to the SENDCo. However, parents are welcome to meet with the SENDCo to discuss their concerns and the type of support their child could receive.

## **School Care Plans**

Pupils with physical and medical needs do not necessarily have special educational needs. The school will draw up a Care Plan, in consultation with parents, and when appropriate health professionals, to support their child's needs.

## **The Local Offer**

The local authority make available an information service (Gloucestershire Families Directory) for children and young people aged 0 – 25 years with SEND. This service includes information on specialist activities and support available.

## **Transition**

The SENDCo will set up transition meetings with pre-school and secondary school to ensure a smooth transition for SEND pupils.

## **Training of Staff**

All staff will receive training in the various areas of special educational needs, which will be on a priority basis.

## **Bullying**

Parents of children with SEND often worry about their child being vulnerable to bullying. On the rare occasion of this happening, the school will deal with any evidence of bullying swiftly and effectively.

## **Governor for SEND**

The school has designated governors for SEND who will meet regularly with the SENDCo to discuss the needs and provision for SEND pupils as well as discussing progress data.

## **Complaints**

Please refer to our complaints procedure and policy.

This policy will be reviewed annually.

## **Links with other policies**

- Anti-bullying
- Behaviour Policy
- Child Protection and Safeguarding
- Complaints Procedures for parents/carers
- E-safety
- Sex and Relationships
- SEND Information Report