



St John of Jerusalem
Church of England Primary School

SEND Policy

September 2018 - July 2020

Note: This policy will be reviewed annually

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Signed off by:

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Signed off by: Alister Bould

Date signed off: 08.02.2018

Vision Statement

Within a friendly, caring Christian community - with children at the heart of our school - we will ensure:

- High academic standards
- Each child is motivated to reach their full potential through high quality, enjoyable teaching and learning
- Each child has access to a rich, broad and balanced curriculum
- High expectations of both staff and children
- Staff and children have high expectations of one another
- Christian faith and values inform the whole life of the school and that each child is provided with a wide range of opportunities to develop in body, mind and spirit
- Respect for all faiths is encouraged so that the school is inclusive of the community it serves and so that each child develops the confidence, sensitivity and skills to live in a diverse community
- Everyone in the school community is treated fairly and encouraged to develop their skills, self-confidence and self-esteem
- Everyone's views are valued and children are encouraged to develop a sense of pride, ownership, responsibility and independence
- Mutually positive relationships between the school and the wider community
- A close partnership and involvement of parents and carers

St John of Jerusalem C.E. Primary School S.E.N.D Policy

Introduction

St John of Jerusalem is a mainstream school with a caring, Christian ethos. The size of the school means we have a strong sense of community and that the staff are able to know, recognise and care for all the children in school and their particular needs.

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Head teacher; the day to day operation of this policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Headteacher and SENCo will work together to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special provision and we will use our best endeavours to ensure that provision is made for those who need it.

The school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in school are able to identify and support those pupils who have special education needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of the school will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff providing positive whole school approaches towards the learning, progress

Meeting the needs of pupils with SEND requires partnership working between all involved – Local Authority (LA), school, parents/carers, pupils, children’s services and other agencies.

SEND Personnel responsible for this policy:

- Mrs Carly Richards - SENCo (Post Graduate Certificate in Special and Inclusive Education (November 2012)
- SEND Governor - TBC
- Mrs Asarena Simon – Head Teacher

Related Policies

- Admissions Policy
- Accessibility Policy and Audit
- Behaviour Policy
- Children with Medical Needs
- Equalities
- Teaching and Learning Policy

- **SEND and Related Legislation**
- The Children and Families Act 2014
- Equality Act (2010)
- Schools must also refer to statutory guidance re supporting pupils with medical conditions (DfE 2014)

Main Aims

- To provide the structure for a pupil-centred process, within our mainstream school, that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school
- To ensure that all children with special needs achieve the highest possible academic standards, and make progress in all areas of school life while also developing their confidence and self-esteem
- To help our children with special needs feel happy, safe and included in our school community.

Objectives

- To identify and meet the needs of pupils with SEND through early intervention, appropriate assessment and differentiated planning in line with the Code of Practice (2014)
- To maintain a consistent approach to meeting the needs of pupils with SEND using the Assess, Plan, Do, Review process
- To provide access to a broad and balanced curriculum for all children
- To integrate children with SEND effectively with their peers
- To secure the greatest possible degree of partnership with parents of pupils with SEND
- To take into account the views of the pupils with special educational needs
- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.

Our Commitments

- We are committed to an inclusion policy for special needs children, which has been properly thought through, resourced and funded
- We are committed to obtaining appropriate resources to support SEND children in our care.

Responsible Persons

Governing Body

The Governing Body endeavours ensure that the school follows the guidelines as laid down in the SEND Code of Practice (2014) to:

- Make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND needs
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCO
- Inform parents/carers when they are making special educational provision for a child
- Ensure an SEND information report is prepared and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time
- Nominate a governor with specific links to the SENCo and SEND provision.

This governor is: TBC

Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governor with responsibility for SEND.

The Headteacher is Mrs Asarena Simon.

The SEND Co-ordinator

In collaboration with the Headteacher and governing body, the SENCO determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo is responsible for:

- Day to day running of SEND
- Liaising with all staff
- Co-ordinating SEND provision including Speech and Language provision
- Maintaining SEND register and overseeing the records of all SEND children
- Liaising with parents of SEND children
- Liaising with outside agencies (including the Educational Psychologist, other support agencies, health and social services and voluntary bodies)
- Providing appropriate In Service training on SEND and Inclusion
- Liaising with Governor who has responsibility for SEND and providing appropriate information for Governors
- SENCo surgery from 9am – 10am on Tuesday mornings

Learning Mentor

Our Learning mentor spends a lot of time with the pupils on a day to day basis, observes pupils' play patterns and how they behave in playground and interact with others, and is often the first person a pupil will feel comfortable speaking to if there is a concern. The LM is therefore able to identify the need for and put in place interventions, and runs some of these, such as groups to help with social skills.

Teaching Assistants and Learning Support Assistants

Teaching Assistants support the teacher in a variety of ways and run small intervention groups for children not making expected progress. Learning Support Assistants are allocated to children with EHC plans, either individually or working as a team.

All of our TA's and LSA's now help in year one every morning to provide Supported Reading, an extremely effective reading program that ensures that children are reading at an age expected level. As many children arrive in year one below the nationally expected level we hope this will have a huge impact upon future achievement.

Overall, we now have staff with a range of experience of different types of special needs including autism Spectrum Disorders (ASD) and this will help us to meet the needs of future children joining the school.

Definition of Special Educational Needs

There may be times in a pupil's school career when they are identified as having a Special Educational Need.

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

A child or young person has Special Educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Many children and young people who have SEND 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".

The Code of Practice does not assume that there are hard and fast categories of special educational needs, but recognises that children's needs and requirements may fall within or across four broad areas. These areas are:

Communication and Interaction

This covers difficulty with different aspects of speech, language or social communication. They may have difficulty in saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

These needs include:

- Speech, language and communication needs (SLCN)
- Autism Spectrum Disorders (ASD)

Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

These needs also include:

- ADD
- ADHD
- Attachment Disorder

Sensory and/or physical needs

Some children require special education provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties are age related and may fluctuate over time.

Sensory and/or physical needs include:

- Visual Impairment (VI)
- Hearing Impairment (HI – including Deafness)
- Multi-sensory impairment (MSI – sometimes referred to as Deafblind)
- Physical disability (PD)

Long Term Medical Needs

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

(SEND Code of Practice, 2014. P97)

Admissions Arrangements

At St John of Jerusalem we have our own admissions criteria which is agreed and implemented by the LEA. Children with an Educational Health and Care Plan (EHCP) are given a high priority.

In addition to this, since 2002 it has been against the law for schools to discriminate against a child for a reason related to their special educational needs and this applies to the admissions criteria.

Please see the Admission Policy for more details.

Identification and Support of Special Educational Needs

The School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Early Concerns

Parents must identify any known special needs on their child's admissions form and at this time they have the opportunity to share any areas of school that they feel their child may find difficult.

When a child enters a new class each teacher does a range of 'baseline' assessments and uses these as well as ongoing assessments and those from previous classes to build a picture of children's strengths and weaknesses.

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

Termly and yearly assessments are collated and progress is shown on a 'tracker'.

Quality First Teaching

Pupil Progress Meetings are held each term. Here, the class teacher meets with the SLT and the Inclusion Manager to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

It should be noted that pupils may fall outside expected academic achievement if their attendance is poor; if they are a young carer; if English is not their first language; if they are a Looked After child; if they are an armed forces child; if they have gone through a particular crisis which leads to short term difficulties in concentration; if they have a short term injury such as a broken arm; child protection issues; if they have not been encouraged to do homework and reading at home. School will work with parents and carers to determine if these are significant factors in the pupil's lack of progress.

However, it may become clear through the process of monitoring that the child may have a potential SEND issue and the following steps will be taken.

- a) Once a pupil has been identified as possibly having SEND they will be closely monitored further by staff in order to gauge their level of learning and possible difficulties. They will be recorded by the school as a developing learner but will not automatically be added to the school's SEND register at this stage.

b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher and the SENCo, in discussion with parents, to see if the pupil can be brought back to make adequate progress. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator SENCo.

c) The SENCo may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies
- Has sensory or physical problems which have not been assessed before OR has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning

d) Through (b) and (c) it can be determined which provision and interventions the child will need going forward and a Support Plan will be put in place, and at this stage the pupil will be placed on the School's SEND register.

e) In some cases it may be necessary to seek assessment by or advice from an external professional such as an educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers. This may lead to the creation of an **Educational Health and Care Plan** which will involve the support of external teachers and agencies. This process is detailed below.

- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

We consult parents and hold regular meetings for them when:

- Nursery / Reception children first start school
- Older children transfer from another school
- We set and review children's targets
- We discuss SEND stages and review support plans/ECHPs

Parents have a right to refuse assessment or support (when it is addition to the support offered as a normal part of classroom practice) at all stages.

NB If a pupil has recently been removed from the SEND register their progress will continue to be monitored under our quality first teaching plan.

What happens once a child is placed on the SEND register?

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Assess

- In identifying a pupil as needing SEND support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services to create a support plan.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child, will meet with the class teacher and the SENCo to agree on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a Support Plan with a date to review the plan. The date for review will depend on the level of need present.
- The Support Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the Support Plan will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Support Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the Support Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEND support (although parents/carers should have already been involved in the assessment of need).
- The information in the Support Plan will be added to SIMs
- So, if it is agreed that a pupil requires SEND support, all parties meet and develop a Support Plan detailing the support which will bring about the next part of the cycle –

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- The class teacher is responsible for the daily implementation of the plan and will contribute to any discussions or review meetings where appropriate.

Review

- There will be a review of the Support Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.

- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Evaluating Success

It is the responsibility of the SENCo, the Headteacher and the Governors to monitor and evaluate the success of the education that is provided for pupils with SEND.

Success can be evaluated in the following ways:

- Support Plan targets being met
- Monitoring of differentiation in planning / classroom practice to ensure that it makes a difference
- Monitoring of support given in addition to the curriculum
- Pupils with SEND integrated into curriculum time for as much of the day as possible
- Parents involved in Support Plan reviews and target-setting
- Progress of children with SEND will be tracked to ensure steady improvements are being made.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

Statutory Assessment of Needs (EHC)

EHC stands for Education, health and care plan, and replaces the old statementing system.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so the School will hold annual review meetings on the Learning Authority and complete the appropriate paperwork for this process.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

The school endeavours to support the parents themselves by:

- Keeping them fully informed about their child's progress
- Explaining why additional support has been offered
- Ensuring that their views are taken into consideration
- Providing suitable information about parenting classes or other courses relevant to their child's needs.

As a result of the support the school delivers, parents/carers should be able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents can make appointments with class teachers, the Special Needs co-ordinator or the Headteacher to discuss any concerns they may have. The SENCo is happy to meet with parents/carers, without prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Hackney Learning Trust Local Offer website <http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review. Each child with a support plan or a EHC Plan is also given a 'My one page Profile' sheet, a pupil centred document that details what is important for them at school and at home. Where possible the child is asked to contribute to this. If the child is non-verbal, but we know what they have expressed like and dislike for, this will go on the profile too.

Partnership with External Agencies

In order to ensure that the child is always at the centre, information is sometimes shared with a number of agencies, but maintaining an awareness of confidentiality. In order to develop more "joined up thinking" Hackney has broken the borough into clusters. We are in cluster F and through this we should be able to work more closely with a familiar group of experts.

The list of external agencies and experts we work with is subject to change, but generally incorporates the following, as appropriate to the individual pupil.

- The Educational Psychologist visits the school about five days a year to observe and assess individual children, meet with parents or discuss individual children with the SEND co-ordinator.
- The Hackney Learning Trust Inclusion, Planning and Accountability Team provides specialist teachers for children with an EHCP and offers specialist help with literacy, behaviour management, speech and language difficulties, visual /hearing impairment and training. It also trains/monitors Learning Support Assistants who work with EHCP pupils. Schools are now expected to buy in this help.
- Naomi Carter the Speech and Language Therapist allocated to our school for half a day per week. She works with and assesses all the children who receive Speech and Language support through their statement, but will also assess any children about whom the school expresses a concern, as long as they are on the SEND register. She is keen to support language development in the Early Years and supports and trains support staff that run Language groups.
- The School Nurse/Doctor does medicals/referrals children for support and is the first point of referral for the youngest children. Teachers can request their support at times other than routine checks by filling in the appropriate form. The school nurse also makes herself available for support and training for staff as needed.
- Aspace – an art therapy organisation who works on site to help children who have experienced trauma in a completely confidential manner.
- First Steps - An early intervention community psychology service.
- CHYPS – City and Hackney Young People's Services (CHYPS) Plus, provides holistic health services for young people aged 11-19 years. It uses a multi-agency

partnership to deliver services in a range of health settings, targeting young people who are most vulnerable to poorer health outcomes

- Young Carers – A support group for young carers
- Educational Welfare: the EWO visits the school regularly to monitor absence and lateness and will visit families on request.
- Social Services and Child Protection: occasional referrals are made by the Headteacher
- The Hackney Ark and the Donald Winnicott Centre: medical / clinical assessments (e.g. dyslexia, autism)
- Child and Family Consultation Service: children with emotional difficulties
- CAHMS: can assess for mental health issues as well as other medical diagnosis such as ADHD. Accessed via the school nurse or doctor
- Homebeat Police Officer: vandalism, difficult behaviour outside of school
- Pupil Referral Unit: support for children in danger of exclusion
- Pupil Learning Unit: small class sizes are provided in a unit based at Morningside for children in danger of not achieving level 4 in KS2 SATs
- Oxford Prosthetic Service
- Chance UK: have been used for individual children that we felt would benefit from a mentor.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

We liaise with other schools where there are opportunities for mutual support and or/exchanges of expertise. We always provide Secondary schools with appropriate SEND information, and encourage meetings between SEND co-ordinators, teachers, and children before they transfer. When children in Year 6 have their EHCP reviewed the SEND co-ordinator from their future secondary school is invited to attend so that they are aware of all the issues involved.

Dealing with Complaints

Should you feel that the support you and your child are receiving is lacking in some way, you should follow the procedure set out in the Complaints Policy which can be found on the school website. In brief, this process is as follows:

- a) Speak to the class teacher, support teacher or SENCo
- b) Speak to headteacher
- c) Speak / write to the Chair of Governors
- d) Contact the Learning Trust

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or a Learning Support Assistant (LSA) for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

The SEND co-ordinator arranges in-service training for teachers and support staff as is appropriate and this may include input from Hackney's Learning Support Service or the School's Psychology Service.

- The SENCO and other SLT members provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND – a programme covering a variety of SEND is offered and staff can sign up to the sessions which best meet their CPD needs.
- All staff have CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External training is used periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
- At St John of Jerusalem most of the Teaching Assistants and Learning Support Assistants have received training by Occupational Therapists to support children with poor fine motor skills. In some classes children have been targeted to develop these skills.
- Some TAs and LSAs have been trained to run Speech and Language groups by the Speech Therapist.
- Each time we have a child with an Education Health and Care Plan (EHC Plan), they will automatically have needs that are very different to most other children. Their LSA will always therefore require additional training to meet the child's specific needs.

Funding

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource from the Learning Trust.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

Access for Disabled Children

The school now has wheelchair access for both floors and other adaptations are made as needed to ensure that the school is fully accessible for children with disabilities.

We also make every effort to provide specialist equipment to support SEND work.