



**St John's Green Primary School.**

**Learn to live, Live to Learn**

**Special Educational Needs and Disability Policy – Updated November 2017**

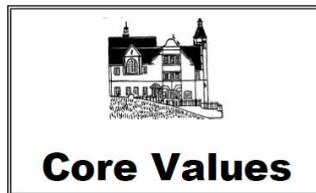
**Care** for yourself  
and one another



Be **inquisitive** –  
ask questions



Be **Happy**



Don't give  
up -  
**Persevere**

Be **Proud** of who you are  
and what you do



Always try  
to do your  
**Best**



Be  
**Successful**



# St Johns Green School

## Special Educational Needs and Disability Policy

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### **Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 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 mainstream schools or mainstream post-16 institutions.

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

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 are taught.

More details about the reforms and the SEN Code of Practice can be found on the Department of Education's website :

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

### **Mission statement.**

St John's Green School is an inclusive school, where the needs of each and every child are planned for and met by ensuring that there is specialist provision for learners with special educational needs in :-

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and/or physical.
- Or a combination of the above.

We take a whole school inclusive approach to all pupils with special educational needs, recognising that the core values of the school are the same for all pupils whatever their abilities.

We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring that they realise their maximum potential by providing a broad, balanced, stimulating curriculum for every child regardless of race, gender or ability.

St John's Green School is a happy, caring community where everyone, pupils, parents, staff, governors feel valued and secure.

### **Our Vision**

At St John's Green Primary School, we want every child to achieve the best they can in a happy, safe, enjoyable and caring environment.

We want to prepare our children for life after St John's Green School and enable them to be confident in making positive contributions towards their future education, their community and society. We want our children to be able to achieve economic well-being for themselves and for their future.

From our curriculum, we want our children and staff to be enthused about learning – to aspire to achieve from exciting and blended lessons. We help our children to recognise the value in all we do and provide opportunities for them to enjoy a wide range of activities.

We want to preserve the heritage and character of our school, maintaining its friendly and warm atmosphere and moving forward with our buildings development to ensure we promote and develop best value, and the quality of resources we provide.

St John's Green Primary School is a community school and we aim to develop and focus our links with the community – to ensure our school is synonymous with the area we serve.

We want our school to be a force for change and a recognised centre of excellence. We will focus and develop our resources to ensure that we are providing the best, giving our children and staff the life experiences and professional development they will need.

At St John's Green Primary School we do have a vision – with everyone working towards it, we will continue to excel.

## 1. Aims and Objectives

### Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

We aim to make effective provision for pupils with special educational needs, in particular to:

- make sure that the arrangements made for pupils with special educational needs are in line with the requirements of the Code of Practice
- provide a broad and balanced curriculum for all pupils according to their needs
- make sure that pupils with special educational needs are able to take part in all the activities offered by the school including those that take place outside of school hours
- make sure that all our pupils are involved in decisions made about them and their education
- make sure that we involve our parents in school life and keep them informed about their children's progress etc.

### Objectives

- **Identify the needs of pupils with SEND as early as possible.** It is important that a pupil's special educational needs are identified as early as possible. All teachers are teachers of pupils with special educational needs and are responsible for identifying pupils with special educational needs. We include parents in their child's education, as we firmly believe that home and school should work together in order to support the children's development in all areas both academically, socially and emotionally. We rely on the following sources of information in identifying SEND: information from parents and other agencies working with pupils, pre-school records, teacher observations, teacher assessments, national curriculum assessments, screening tests and assessments tools used by the school.
- **Monitor the progress of all pupils:** The school has three assessment periods looking at both quantitative and qualitative progress. Provision maps are then drawn up to identify and evaluate the interventions being used. Regular observations and assessments to reflect on what is in place and the progress being made. At the end of every assessment period, parents receive a report highlighting the pupil's current levels and any areas that are a cause for concern with suggestions of what can be done at home to support the pupils learning.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum:** This will be closely monitored by the SENCo and regularly reviewed by staff to ensure that individual targets are being met and all pupils' needs are being catered for, bearing in mind the pupils one page profiles and one plans. The provision will include: deployment of Learning Support Assistants for support both in and out of the classroom. Communicating pupils needs and support strategies to all relevant staff. Preparing resources where necessary, specialist equipment, speech and language programmes and social skills programmes, individual mentoring and/or counselling.
- **Work with parents:** We believe that parents know their children best and that working with parents as partners is vital in helping the children and young people with SEND get the most out of their education. In our school we involve parents in: pupil profiles using the one plan, review meetings which are held at least termly, informal meetings, home/school liaison books, reading records, regular open morning and evening sessions. Providing reports at the end of every Assessment period.
- **Work with outside agencies:** Many pupils with SEND have support from or involvement with outside agencies. The school works closely with the different professionals in order to meet the individual needs of the pupils and their families. The school may involve outside agencies or recommend agencies that families can contact following discussions with parents about any concerns they may have.
- **Create a school environment where pupils feel safe to share their feelings and concerns:** It is important to listen to and act upon what the children say about their needs and what sort of help they would like. In our school we: involve children in their pupil profiles and reviews, what sort of help they find works best for them, ensure their views are sought and acted upon, provide opportunities to

attend support groups such as lunchtime clubs etc, provide counselling/play therapy where appropriate. The children are involved with the setting of their curriculum based targets and evaluating the progress they are making. They regularly use peer marking, talk partners etc to share ideas and discuss ways to improve. The children's achievements are continually being valued through verbal feedback, rewards, target assemblies, award assemblies, special presentation assemblies and productions.

## **2. Responsibility for the co-ordination of SEND provision.**

All staff in school teach and support pupils with special educational needs. The following people have specific areas of responsibility:

<b>Mr Billings</b>	Head Teacher with overall responsibility for leading the school.
<b>Mrs Fiona Bullivant</b>	Acting SENCo.

She works everyday as the schools SENCo. She is a qualified teacher having taught all ages from 4 to 11 and has a knowledge and experience of working with SEND. She plays a key role in the life of the school, is a member of the SMT and regularly meets with teachers, LSA's, Families, Nicola Roberts (Named Governor), as well as outside agencies and fellow SENCo's. She is responsible for overseeing the provision of education for pupils with special educational needs at our school. It is the co-ordinator's responsibility to ensure:

- The day to day operation of the school's SEND policy.
- Liaising with and advising staff supporting SEND pupils.
- Co-ordinating provision for children with SEND
- Overseeing the records on all pupils with SEN and attending the reviews of pupils with a 'one plan' or EHCP.
- Working with parents and children to encourage confidence and build self-esteem.
- To liaise with external agencies.
- Supporting teachers class planning for all SEND pupils
- Offering professional aid with managerial support to LSA's working with pupils with SEND
- She identifies training opportunities and monitors the quality and impact of interventions being used.
- Monitoring of provision and interventions.

These people offer additional support focusing on specific interventions.

<b>Miss Tracey Clarke</b>	Family Worker/counsellor
<b>Mrs Parker Nicholls &amp; Mrs Jonas</b>	Speech and Language

## **3. Arrangements for co-ordinating SEND provision**

We record all the steps taken to meet pupil's special educational needs. The SENCo is responsible for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include: information from previous settings, information from parents, reports from outside agencies, review paperwork, children's views.

It is important that information about a pupil's special educational needs is shared with all staff working in school who work with the pupil and that it is passed on from class to class and school to school as the pupil moves on.

All staff can access information relating to SEND. The class teachers meet individually every assessment period with the SENCo to discuss SEN issues.

Parents are encouraged to visit the school to see the wide range of resources being used to support the pupils. Open mornings and evenings are held regularly. Staff are on the playground before and after school.

The schools policies i.e., accessibility, equality, SEN, teaching and learning, pupil premium are all available on request or can be found on the school website.

The staff and school governors are committed to ensuring that all pupils with SEND take part in all aspects of school life. Additional meetings maybe held with parents to gather their views on how this can be achieved.

#### **4. Admission arrangements.**

The admission arrangements for *all* pupils are in accordance with the national legislation, including Equality Act 2010. This includes children with any level of SEND: those with Education, Health and Care Plans and those without.

We will never refuse to admit a child simply because he/she has special educational needs. We will always try our best to make sure, where possible, that we have put in place arrangements that a pupil needs.

#### **Transition Arrangements:**

##### **Pre-School – Early Years Foundation Stage**

Parents are encouraged to visit the school prior to choosing the school, in order to observe the school environment during a normal working day. Parents can then make an appointment to discuss any issues they may have regarding their child with either a member of the SMT or SENCo. The SENCo will complete an Initial meeting form so that key facts can be shared with staff prior to the child's transition visits. Where necessary a transition programme will be put in place in order for a smooth transition from one setting to another.

##### **Year group to year group.**

Pupils will visit and meet with their new class teacher prior to the change. A social story will be written should it be felt to be appropriate to help alleviate any stress. SEND paperwork and records are shared and discussed prior to the transition.

##### **KS2 – KS3**

The SENCo will meet with or liaise with the SENCo's from the different senior schools. Concerns about particular needs will be brought to the attention of the SENCo and where necessary additional visits may be arranged and a transition programme will be put in place.

#### **5. Specialist SEND provision.**

The school supports pupils with a wide range of needs including: ASD, ADHD, Physical and Sensory needs, Specific Learning difficulties, Speech and Language issues, Global Learning Difficulties, and pupils with Social and Emotional needs.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 10.

#### **6. Support for pupils with SEND**

The school has a range of specialist SEND support in place. These include:

Lunchtime clubs.

play therapy.

Staff trained in writing 'Social Stories'.

Working with Lego therapy.

Designated LSA's to support pupils with speech and language difficulties.

##### **St John's Green School: Accessibility and Disability Action Plan**

We have a duty to draw up a plan that describes how we intend to improve access to learning in our school for pupils who have disabilities. This plan is reviewed every year and it focuses on:

Improving access to the physical environment

Improving access to the curriculum

#### **7. Allocation of resources for pupils with SEND**

Resources allocated to pupils with additional needs come from different sources.

**Place funding:** Resources directly placed into the school budget to support the majority of the pupils who face moderate barriers to their learning. This funding is used for curriculum support and small group teaching and support.

**HLN: High Level Needs.** Resources allocated to named pupils with exceptionally complex and enduring SEND by the LA, to meet the needs of individual pupils in mainstream school. This is accessed through the pupils being referred to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level of complexity of need meets the threshold for this funding.

The resources are allocated by the SMT and the SENCo to provide appropriate provision across the school to meet the needs of pupils with SEND.

Other funding sources which will also be allocated through the SMT could be Pupil Premium, LAC funding and EAL funding.

## **8. Identification of pupils needs**

### **Identification**

See definition of Special educational Needs at the start of the policy.

### **A graduated approach:**

#### ***Quality First teaching (QFT)***

- a) Any pupils who are falling significantly outside of the range of expected academic progress in line with the predicted performance indicators will be monitored
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by all staff supporting them in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities using a multi-sensory approach. This will be recorded on the class Raising Achievement Plan which is evaluated and amended at the end of every Assessment Period.
- d) The SENCo will meet with the Class teachers to discuss the provision and offer support and advice.
- e) Pupil Progress meetings are used to monitor and assess the progress being made by the child.

#### ***Additional School Intervention (ASI)***

Where it is determined that a pupil does have SEND, parents will be informed and they will be invited in to meet with the Class Teacher and the SENCO to discuss the next steps. If the parents are happy then the child will be placed on the SEN register.

The support provided consists of a four part process;

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of the different interventions which work well in supporting the pupil and those that may need to be changed.

#### ***Assess***

This involves clearly looking at the pupil's needs using the teachers assessments and experience of working with the pupil, details of previous attainments, the pupils views, the views and observations made by parents, advice from outside agencies where relevant.

#### ***Plan***

Planning will involve discussion between the teacher, SENCo, parents and pupil to agree the interventions to be used and the support needed in order to move the pupil forward in order to reach the expected outcomes following the initial assessment.

## **Do**

The teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the classroom. They will work closely with the support staff to ensure continuity and to assess the impact of the support and interventions.

## **Review**

Reviews will take place at least termly and more frequently if this is felt to be appropriate, in order to meet the pupil's needs. The review process will evaluate the impact and quality of the support and interventions. It will take account of the views of the pupil and parents. The Class teacher and SENCo will revise the support and outcomes based on the pupil's progress and development in consultation with the parents and the pupil if they are able to.

## **Referral for an Education, Health and Care Plan (EHCP)**

If despite the above interventions the pupil still has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by parents. This will occur where the complexity of need are such that a multi-agency approach to assessment is needed in order to plan and provide for the pupil's needs. The decision to make a referral for a statutory assessment will be taken at a progress review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

Parents  
Teachers  
SENCo  
Social Care  
Health professionals

Information will be gathered relating to the current provision provided, action plans that have been taken and the outcomes of previous targets set. A decision will be made by a panel of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to carry out a statutory assessment.

Further information about EHCP's can be found via the SEND Local Offer:

[www.essex.sendlocaloffer.org.uk](http://www.essex.sendlocaloffer.org.uk)

or by contacting the Essex Parent Partnership Services on:

01245 436036

Or by contacting the Essex North East Parent Partnership Service on:

07880 092765

Information relating to SEND issues can also be located via the schools website under the SEND link.

## **Education, health and Care Plans**

- a) Following Statutory Assessment, an EHCP will be provided by the Local Authority (LA), if it decides that the child's needs are not being met by the support available at ASI level. The school and the child's parents will then be involved in developing and producing the plan to reflect the recommendation made in the EHCP provided by the LA.
- b) Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan, if it differs from their preferred choice.
- c) Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The Annual Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information and associated services**

Pupils with SEND will be given access to the curriculum through specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made. The school curriculum is reviewed by the SMT and the SENCo to ensure that it is providing a broad and balanced curriculum for all pupils according to their needs and to make sure that pupils with SEND are able to take part in all activities offered by the school including those taking place outside of school hours.

SEND provision is co-ordinated and reviewed by the SENCo during an Assessment Period. Progress data is used to evaluate the provision in order to most effectively meet the needs of the pupils.

Whole School Provision includes:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports, specialist teacher reports and assessments and observations carried out within school.
- Providing regular training and learning opportunities for staff on the subject of SEND
- Using in class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Adapting the class environment to meet the needs of pupils
- Group teaching outside of the classroom will be monitored by the class teacher.
- Setting appropriate individual targets that motivate pupils to do their best and to celebrate achievements at all levels.

## **10. Inclusion of pupils with SEND**

The Head Teacher oversees the schools policy on inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

All staff ensures that they promote the inclusion of all pupils, including the learning outside of the classroom.

## **11. Evaluating the success of provision**

The school encourages feedback from staff, parents and pupils throughout the year to ensure there is continuous progress in relation to SEND provision.

This feedback will be taken from review meetings, parent consultation evenings, meetings between Class teachers and the SENCo and open school sessions.

Pupil progress will be monitored through the 3 assessment periods and shared with parents via the pupil's reports. The pupils will also have termly reviews in line with the SEND Code of Practice.

The Governing Body has a duty to evaluate every year the provision made for pupils with SEND and to report on that through the annual report to parents. The SENCo writes a termly report for the governors giving them an overview of the provision provided.

School evaluates the quality of provision for SEND by referring to :

- Parents views
- Pupil progress via assessment data.
- Feedback from outside agencies
- Pupil's views on what helps them to learn effectively
- The ways in which SEND pupils participate in the life of the school

## **12. Complaints procedure**

We are always happy to talk to parents and listen to any concerns they may have. If you have any concerns or worries about school or how we are providing for your child, please talk to your child's class teacher or the SENCo. We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, the school has a formal complaints procedure. You can get a copy of this sent to you by contacting the School Office.

### **13. In service training (CPD)**

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The training will depend on the specific needs of the pupils we need to provide for.

This training is provided in the following ways:

- In house training
- Feedback on any training staff attend
- Mentoring
- Job shadowing
- Training arranged through the Local Delivery Group (LDG)
- Attendance at externally provided training events
- Participation in accredited training opportunities.
- Training from outside agencies

The SENCo attends relevant SEND courses including the LA SENCo conference, SENCO update meetings and SENCo Cluster meetings.

We recognise the need to train our staff on SEND issues. The SENCo with the SMT ensures that the training opportunities link with the school development priorities.

### **14. Links to support services, other agencies and voluntary organisations**

Many pupils with SEND have support from or involvement from outside agencies such as health. We recognise that these pupils are best helped when all professionals work closely together. At St John's Green school we have links with the following agencies and staff are aware that they can make referrals following consultation with parents:

- School nurse
- Speech and language therapists
- Specialist teacher teams including those with Emotional Social Difficulties.
- Health professionals
- CAMHS
- Family Solutions
- The Junction

We are continually building on our strong working relationship with the support services in order to have effective and successful support for the SEND pupils.

In cases where a child is under observation or is a 'cause for concern', focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

### **15 Working partnerships with parents**

St John's Green School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

We believe that parents know their children best and that working with parents as partners is vital in helping the children with SEND to get the most out of their education. In order to do this we involve parents in:

- drawing up pupil profiles/reviews
- homework using a home /school diary
- parents evenings
- open school sessions
- parent drop-in sessions with the class teacher and /or SENCo
- sharing information about their child

Parents are kept up to date with their child's progress through reports, informal meetings and reviews. In some cases more frequent contact with parents is necessary and this will be arranged based on the individual needs of the children.

The school's SEND governor, Nicola Roberts, may be contacted at any time in relation to SEND matters via the school.

#### **16. Links with other schools**

St John's Green school is linked to other primary schools through the Local Delivery Group (LDG). The SENCOs from each school meet regularly to discuss issues and to ensure that a collaborative approach to SEND issues are held on a regular basis. This enables the school to share advice, training, development activities and expertise.

#### **Transition**

St John's Green School works closely with schools and settings involved with transition to ensure a smooth and successful transition is made. See Section 4

**This policy should be read in conjunction with:-**

**SEN Information Report.**

**Disability and Equality Action Plan.**

**SEND Action Plan**

**Child Protection Policy.**

**Teaching and Learning Policy.**

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**Signed  
Date**

(Simon Billings) **Head Teacher**

**Signed  
Date**

(Fiona Bullivant) **SENCo**

**Signed  
Date**

(Nicola Roberts) **SEND Governor**