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## St. John the Baptist C.E. Primary School

### SEND Policy

#### **1. Policy Statement**

At St John the Baptist Primary School we are committed to meeting the special educational needs of pupils and ensuring they make progress. We will comply with statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 2015.

St John the Baptist Primary School provides a stimulating and secure environment in which each child can be successful, to give them the best chance in their future lives. In order to do this, many steps are taken to support children through their learning journey.

We aim to raise the aspirations and expectations for all children with SEND and our school provides a focus on improving outcomes for children and not just hours of provision/support.

At the heart of our school is the care and support given to children of all abilities, to allow them to achieve their very best. We are committed to offering an inclusive curriculum to ensure the best possible progress from all our pupils, whatever their needs and capabilities.

All children with SEND are valued, respected and equal members of our school. As such, provision for pupils with SEND is a matter for the school as a whole.

**Every teacher is a teacher of every child including those with SEND.**

- St John the Baptist Church of England Primary School is a mainstream setting for children of infant and junior school age.

- The special educational needs co-ordinators are (SENCo) is Mrs Catherine Sale for KS2 and Mr Adam Herring for KS1, currently undertaking the SEND NASENCo qualification '*National Award for Special Educational Needs Co-ordination*'
- The SENCo is contactable on 01489 573276 and is part of the senior management team.
- The SEND Governor is Mrs Caroline Elliot

## **2. Definition of Special Educational Needs and Disabilities**

At St John the Baptist Primary School we define Special Educational Needs and Disabilities (SEND) as having learning difficulties that requires special provision to be made.

A definition of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014 is as follows:

Children have a learning difficulty if:

- (a.) They have significantly greater difficulty in learning than the majority of children of the same age;
- (b.) They have a disability that prevents or hinders them from making full use of the educational facilities that were provided for children of the same age;
- (c.) They are achieving under expectations for the age and fall within the definitions above or would do so if special educational provision was not made for them.

### **Our Aims:**

In supporting children with SEND we strive to:

- operate a whole pupil, whole school approach to the management and provision of support for SEND;
- identify pupils with SEND, provide for and review their needs;
- ensure access for pupils with SEND to high quality teaching within a broad, balanced, relevant and differentiated curriculum ;

- enable, through monitored target setting, every child to reach their potential;
- ensure all pupils with SEND feel valued and have a positive self-image;
- encourage pupil and parental involvement in assessment and support for SEND;
- foster close co-operation between all agencies concerned for a multi-disciplinary approach;
- provide consultation between preschools and any other schools regarding transition arrangements;
- be an inclusive school that respects and welcomes diversity.

### **Objectives;**

- to identify and provide for children who have SEND and additional needs
- to work within the guidance provided in the SEND Code of Practice 2015
- to provide a SENCo who will work within Hampshire Inclusion ideals
- to provide support and advice for all staff working with children with SEND

### **3. Identifying SEND**

#### **Admission Arrangements:**

Pupils with SEND will be admitted to the school in accordance with the requirements of the Code of Practice 2015, the Equality Act 2010: advice for schools Department for Education (DfE) May 2014 and the LEA admission policy.

#### **Areas of Need:**

The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child; in practice children may have needs which involve more than one area. At St Johns we identify the needs of pupils by considering the needs of the whole child which does not just include the special needs of the child or young person.

We assess pupils in accordance with the 4 broad areas of need identified in the Code of Practice, 2015

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

There may be issues that impact, if not addressed, on progress and attainment but are not SEND such as:

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

#### **4. Our Graduated approach to SEND**

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching (pg. 99 Section 6.37 onwards in the Code of Practice).

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when 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 in order to overcome all barriers to learning.

The school regularly reviews the quality of teaching for all children, including those at risk of underachievement. This is through; observation of lessons, monitoring of pupil data, work scrutiny and pupil conferencing by SENCo, team leaders and subject managers.

This also includes reviewing and, where necessary, improving teachers' understanding and knowledge of strategies to identify and support vulnerable pupils. This involves the teacher and SENCo considering all the information gathered from high quality and accurate formative assessment within the school about the pupil's progress, alongside national data and expectations of progress.

Pupil progress meetings and cohort action plans to monitor achievement and progress including those at risk of under achievement take place half termly.

For higher levels of need, we will draw on specialised assessments from external agencies and professionals such as educational psychologists, therapists (including speech and language therapists, occupational therapists and physiotherapists), specialist or support services and Child and Adolescent Mental Health Services (CAMHS).



Decisions are made to place children on the SEND register using the Assess- Plan – Do – Review cycle. This four-part cycle allows earlier decisions and actions to be revisited, refined and revised with a growing understanding of the pupil's needs.

This is known as the Graduated Approach.

Children and parents are encouraged to be involved in this process at any stage with open communication between school and home.

### *Nature of Intervention*

Regular discussions are held with the SENCo and class teacher to review children's learning, assess interventions, plan targets and talk about strategies to implement them.

### *Early Intervention (EI)*

Children, who have needs that are causing some concern, but who require minimal differentiation in the classroom, are placed on an early intervention class list. This outlines their needs and is monitored on a regular basis.

We foster an atmosphere where children are encouraged to contribute to their own learning. Pupils are encouraged to express their feelings and opinions about their specific needs. We provide a safe environment to do this.

### **5. Managing needs of children on SEND register**

Once a child has been identified as having special educational needs, the parents are informed and following discussion with them the child is put on the SEND Register. If there has been outside agency involvement or the needs of the child are complex, then an Individual Educational Plan (IEP) / Person Centred Plan will be drawn up to address the specific needs of the child and targets/objectives are set and reviewed at regular intervals. This information is shared with the parents and parents will be consulted at least termly through a meeting to discuss their child's progress. Children recorded on the SEND register will be listed as one of the following:

#### **SEND support:**

A child placed on SEND Support will require interventions additional to, or different from those provided as part of the school's usual differentiated curriculum. They may have one or more of the following:-

- Makes little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness.
- Shows signs of difficulty in developing English or mathematical skills that result in poor attainment in some curriculum areas.
- Has an emotional or behavioural difficulty that is not relieved by the behaviour management techniques usually employed in the school and will require an individual behavioural plan.
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment and support.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of specialist equipment and support.

In some cases outside professionals may already be involved with the child. Parents will always be kept informed of any action taken to help their child.

### Statutory Assessment

Request for Statutory Assessment will generally be made by the school to the Local Education Authority (LEA). Occasionally parents refer their children directly for Statutory Assessment. Children with an Education Health Care Plan will have an annual review, to which parents and all other relevant professionals are invited and children's views listened to. Statutory assessment may be considered if the child has one or more of the following:-

- Continues to make little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness.
- Continues to show signs of difficulty in developing English or mathematical skills that result in poor attainment in some curriculum areas.
- Continues working at National Curriculum levels substantially below that expected of children at a similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individual behavioural plan (IBP).
- Has sensory or physical difficulties and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an on-going communication and/or interaction difficulty that impacts the development of social relationships and causes substantial barriers to learning.

### Exiting the SEND Register

If a child makes good progress and is no longer working at a level substantially below that of their peers or his/her needs change, a decision may be made to take a child off the SEND register. The class teacher, supported by the SENCo, will discuss with the parents and child the reason for making this decision.

## **6. Supporting pupils and families**

We have an open door policy for all parents who are welcome to come in or phone regarding any concerns. We will endeavour to speak to parents as soon as possible, teaching commitments permitting.

Further information regarding how the school supports children and their families, including contacting external agencies that can provide advice and support can be found in the SEND Information Report in the SEND section of the school website.

There is a direct link from the school website to the Local Authority 'Local Offer' as well as the parent support groups for SEND such as Parent Voice, Hampshire Parent/Carer Network and Support4SEND.

Children with SEND may need arrangements to access tests and assessments. We will check with guidelines and provide arrangements such as more frequent breaks, a quiet room, a scribe, a reader etc. as required. The class teacher / team leader is responsible for these arrangements.

Our admissions policy takes account of all relevant legislation including that on disability, together with all relevant regulations and the School Admissions Code (published by DfE in 2014). For the normal admissions round, all on time preferences will be considered in accordance with the admissions criteria. If the school is oversubscribed places will be offered in priority according to the admissions criteria. Looked after children or children who were previously looked after will rank first in priority. Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends our school are ranked second in priority.

The school will admit any child whose final EHCP names the school.

The Admissions Policy is available in the admissions section of the school website.

Class teachers and the SENCo liaise with pre-schools regarding any particular needs or provision for children starting school. Details concerning any children with Education Health and Care Plans (EHCP's) or Inclusion Partnership Agreements (IPA's) will be passed to relevant staff or the whole school as required.



The SENCo and class teachers also liaise with the inclusion manager at Brookfield Community School and any other primary or secondary schools or special units to discuss the needs and provision for any child transferring to them or to us.

The SENCo of the secondary school will be invited to the Year 5 annual review of any child with an EHCP or IPA in order to facilitate additional visits if required.

The Head Teacher and SENCo also liaise with other schools in the Brookfield cluster to share resources and expertise and to provide mutual support.

## **7. Supporting children with medical conditions**

We recognise that children 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 children with medical conditions, may also have SEND and may have an EHCP which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice 2015 is followed.

In school, children with medical conditions have Individual Health Plans (IHP's) describing their condition, daily care needs and action to take in an emergency. The School Nurse liaises with school regarding IHP's which are checked with parents. Parents also sign forms regarding any medication that is required by a child.

The School Nurse and other agencies provide training about medication and first aid when requested.

An Administrative Assistant is responsible for checking equipment is labelled and up to date. For more information the Medical Conditions Policy is available in the parents section of the school website.

## **8. Monitoring and Evaluation of SEND**

As a school we regularly and carefully monitor and evaluate the quality of provision we offer to all children. We take into account the views of parents, children and staff.

We look at children's needs, progress made and access to the curriculum. This is done by regular meetings, sampling of parent views, pupil and staff views and meetings with the school SEND Governor.

The SENCO monitors the movement of children within the SEND system in the school and reports any concerns to the head teacher.

The SENCo ensures all appropriate records are kept up to date and available when needed.

The governing body reviews the policy and considers any amendments in the light of the annual review findings.

### **9. Training and Resources**

SEND is funded mainly from the notional SEND school budget. However some children with more significant needs receive additional funding and may have an Education Health Care Plan.

The training needs of staff are reviewed according to their experience and the needs of children with SEND currently in school or due to attend. If we know a child has a particular need that we have little or no experience of we will seek training, support and advice prior to their start. We also contact outside agencies for training needs as and when required.

All teachers and support staff undertake an induction on taking up the 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 children.

As a school we consider it important that all involved with SEND in our school, the Governors, teaching and non-teaching staff are provided with adequate in-service training. School development is on-going and aspects will be highlighted in the School Development Plan, SEND Action Plan, staff meeting and LSA meetings. The SENCo regularly attends the local cluster SENCo circle meetings and SEND briefing sessions to keep up to date with local and national updates in SEND

### **10. Roles & Responsibilities**

The SENCo's key responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant designated teacher where a looked after pupil has SEND
- Advising on a graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools and external agencies
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the Head teacher and school governor to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date
- Providing professional guidance to colleagues
- Being part of Pupil Progress Meetings
- Supporting staff in writing Individual Education Plans/Person Centred Plans and reviewing them.
- The SENCo will work alongside and support the Class Teacher

The Class Teachers responsibilities include:

- High quality teaching, differentiated for individual pupils, as the first step in responding to SEND.
- Analysing the child's needs as they are responsible for working with a child with SEND daily, retaining this responsibility even when the child is following group or one-to-one interventions away from the classroom.
- Working closely with any support or specialist staff to plan and assess the impact of interventions and how they link to classroom teaching.
- Notifying the parents that their child has a SEND.
- Revising the support in light of the child's progress and development, deciding on any changes to support and outcomes in consultation with the parent and child.
- Leading the termly meeting to review progress and enabling parents to share their concerns and agree their aspirations for the child

The line manager for SEND teaching assistants in most cases is the SENCo.

Caroline Elliot is the governor responsible for SEND

The role of the SEND Governor;

- Develop and maintain awareness of special needs provision in the school on behalf of the governing body;
- Understand how responsibilities for SEND provision are shared within the school;
- Meet with the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor implementation of this SEND Policy;
- Visit the school regularly to ensure awareness of the structure of SEND provision, the work of the class teachers in support of children with SEND and the external agencies who advise and support the school in meeting individual needs;
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Meet regularly with the governing body and curriculum sub-committees to report on school provision and governor involvement.

The designated safeguarding lead with specific safeguarding responsibility is Mrs Hodges. Mrs Merriman, Headteacher and Mrs Sale, Assistant Head and Miss Grayson (behaviour lead) are also designated safeguarding leads. Mrs Bassam is the safeguarding Governor.

The Head teacher is responsible for managing funding for pupil premium and looked after children.

The Health & Safety officer and Home-Link worker is responsible for managing the schools responsibility for meeting the medical needs of children.

## **11. Storing & Managing information**

We store documents in line with Hampshire County Council policy and the requirements of the General Data Protection Regulation Act 2018.

The provision made for children with SEND is recorded accurately and kept up to date with information systems to monitor the progress and development of all pupils.

There are clear procedures to ensure confidentiality of information. There are procedures for teaching and non-teaching staff, visiting staff, parent helpers, work experience students and staff from external agencies eg. school nurse. These are covered within induction programmes.

School staff need to be clear with children that unconditional confidentiality cannot be offered when there is a child protection issue as we are under a duty to inform the Child Protection / Safeguarding Liaison Officer who may have to involve other agencies.

We have 2 Emotional Literacy Support Assistants in school to whom children may talk about issues that are troubling them in order to help them through their situation.

## **12. Reviewing Policy**

The SEND policy will be reviewed annually.

## **13. Accessibility – Statutory Requirements**

In line with the SEND and Disability Act 2000 (2001) and the Equalities Act 2010 – advice for school 2013, we have Accessibility Plans to ensure disabled children are not treated less favourably for a reason related to their disability, to make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage and to plan to increase access to education for disabled children.

We have high ambitions for disabled children and expect them to participate and achieve in every aspect of school life. We will set suitable learning challenges, respond to children's diverse needs and overcome potential barriers to learning and assessment. We welcome all children irrespective of race, colour, creed or impairment.

An Accessibility Action Plan (updated annually) is included in our equalities policy.

The Accessibility Policy is available in the policies section of the school website within the equalities policy.

## **14. Dealing with Complaints**

At St John the Baptist Primary School, we aim to provide a positive, successful and caring environment and we endeavour to resolve any problems immediately. Any comments and complaints should be addressed to the class teacher in the first instance and should matters need to be taken further then the team leader, SENCo or Head Teacher. Please refer to the parents section of the website for the complaints procedure.

## **15. Bullying**

We have zero tolerance of bullying of any child at school including vulnerable learners. The school anti-bullying policy is available in the parents section of the school website.

## **Appendices**

More information about SEND can be found in the school's SEND Information Report which can be found on the school website.

## **Glossary – abbreviations used in Special Educational Needs**

**AAC** Augmentative and Alternative Communication

**ABCC** Antecedent, Behaviour, Consequence Communication

**ADD** – Attention Deficit Disorder

**ADHD** – Attention Deficit and Hyperactivity Disorder

**APS** Average Point Score

**ASD/ASC** – Autistic Spectrum Disorder/Condition

**BPVS** British Picture Vocabulary Scale

**CaL** Communication and Language Team

**CAMHS** Child and Adolescent Mental Health Service

**CAT** Cognitive Ability Test

**CI (team)** Cochlea Implant team

**CoPS** Cognitive Profile System

**CP** – Child Protection

**CS** – Children's Services (Social Services)

**CYP** Children and young people

**DEST/DST** Dyslexia Early Screening Test / Dyslexia Screening Test

**DfE** Department for Education

**EAL** – English as an Additional Language

**EHC** Education, Health and Care

**ELSA** Emotional Literacy Support Assistant

**EMTAS** Ethnic Minority and Traveller Achievement Service

**EP** Educational Psychologist

**EWO** Education Welfare Officer

**EYFS** Early Years Foundation Stage

**FSM** – Free School Meals

**FSW** – Family Support Worker (Home-Link)

**HEP** Hampshire Educational Psychology

**HAPB** Hampshire Autism Partnership Board

**HI** Hearing impairment

**HIAS** Hampshire Inspection and Advisory Service

**IBMP** Individual Behaviour Management Plan

**ICT** Information and Communication Technology

**IDP** Inclusion Development Programme

**IEP** – Individual Education Plan

**InCo** Inclusion Co-ordinator

**IPA** Inclusion Partnership Agreement

**KS** Key Stage

**LAC** – Looked After Child

**LD** Learning difficulty

**LEA** – Local Education Authority

**LSA** Learning Support Assistant

**MLD** – Moderate Learning Difficulty

**NC** National Curriculum

**NICE** National Institute for Health and Clinical Excellence

**OT** Occupational Therapy

**PAATHS** Providing Approaches to Autism for Teachers in Hampshire Schools

**PBS** Primary Behaviour Support

**PD** Physical disability

**PECS** Picture Exchange Communication System

**Physio** Physiotherapy

**PP** – Pupil Premium

**SAT** Standard Attainment Test

**SEN** Special Educational Needs

**SENCo** Special Educational Needs Co-ordinator

**SEND** Special Educational Needs and Disability

**SLCN** Speech, language and communication needs

**SALT** Speech and Language Therapy

**SpLD** Specific learning difficulties

**SC** Social Care

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

**STA** Specialist Teacher Adviser

**SULP** Social Use of Language Programme

**TA** Teaching Assistant

**TEACCH** Treatment and Education of  
Autistic and related communication  
handicapped children

**THOMAS** The Hampshire Outline for  
Meeting the needs of children under the  
age of five years with social  
communication impairment/Autistic  
Spectrum disorders

**TOP** THOMAS Outreach Programme

**VI** Visual impairment

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