



SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

St John with St Augustine Church of England Primary School

Our School's Vision

'With God's help, together, we aspire, achieve and believe.'

INTRODUCTION

- The school's SENDCo is Miss C Martin
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- Miss Martin was awarded the SENCo award in 2017

This policy explains how St John with St Augustine's Church of England Primary School makes provision for pupils with SEND, in line with the school's ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010)

We at St John with St Augustine C of E Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes.

In line with our mission statement, it is the aim of the school to develop the academic potential of each child: and to cater for the social, moral, physical and spiritual requirements of the individual in a happy and secure environment. Every teacher is a teacher of every child, including those with SEND.

Definition of Special Educational Needs and Disabilities

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised into four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

The code provides a definition of a child with SEND as having:

a) a significantly greater difficulty in learning than the majority of others of the same age;

OR

b) a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools, within the area of the local authority concerned for children, for others of the same age in mainstream schools.

Parents requiring further information about the provision for SEND in school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Co-ordinator (SENDCo).

The SEN Information Report and school's contribution to the Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy.

The SEN Information Report and the school's contribution to the Local Offer is on the school's website:: <http://www.st-john-augustine.lancs.sch.uk>.

St John with St Augustine C of E Primary School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn.' Good practice for children with special educational needs is good practice for all.

AIMS—INTENT

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEND, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents/carers are aware of the pupil's progress and Special Educational Provision made for them.
- Assess children regularly so that those with SEND are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Use inclusive teaching and learning strategies.

OBJECTIVES—IMPLEMENTATION

In order to achieve these aims , we will:

- Identify pupils with SEND as early as possible and make the appropriate intervention through using appropriate teaching methods.
- Identify pupils of all ability who are underachieving, act on this and support pupils to make optimum progress.
- Ensure that pupils with SEND engage in activities alongside those pupils who do not have SEND.
- Provide support and advice for all staff working with special educational needs pupils.
- Develop partnerships with all parents/carers in the education of their child and involve parents/carers and pupils in the review process.
- Use our best endeavours to make sure a child with SEND gets the support they need.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning.

It is really important that in school we identify pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis.

The school has adopted a policy of differentiated planning to accommodate a wide range of pupils with varying abilities and ensure High Quality Teaching is taking place.

Despite appropriate, high quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Needs could be:

- Little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need.
- Work continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas.
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed.
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school.
- Sensory or physical problems create barriers to progress despite the use of aids.

If the child is still not making progress despite considerations of these areas then teachers will consult the SENDCo recording concerns on CPOMS, indicating in specific terms the concerns relating to individual pupils and this is discussed with the SENDCo. If further action is deemed necessary then parents are informed immediately. If subsequent intervention does not lead to adequate progress then the teacher will consult the SENDCo to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. The class teacher will inform parents at all stages of the process.

If, following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as Acorn Psychology. Additionally some children may receive support from our National Health Service colleagues eg Speech Therapy, Occupational Therapy etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

Factors which are NOT SEN but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010—all reasonable adjustments will be made in order that they can access the full curriculum.
- 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 a Serviceman/woman.

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

Persistent disruptive or withdrawn behaviour does not necessary mean that a child or young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour is an underlying response to a need. This maybe a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

THE GRADUATED APPROACH TO SEND SUPPORT:

Assess—Plan—Do—Review

The key principles:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of High Quality Teaching which is adapted to respond to their strengths and needs;
- High Quality Teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of high quality teaching.
- Pupils are only identified as SEN if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.
- Pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND need will be catered for in the same way as those identified by our school.
- When planning work for children with special educational needs, teachers give due regard to information and targets contained in the children's individual support plan. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

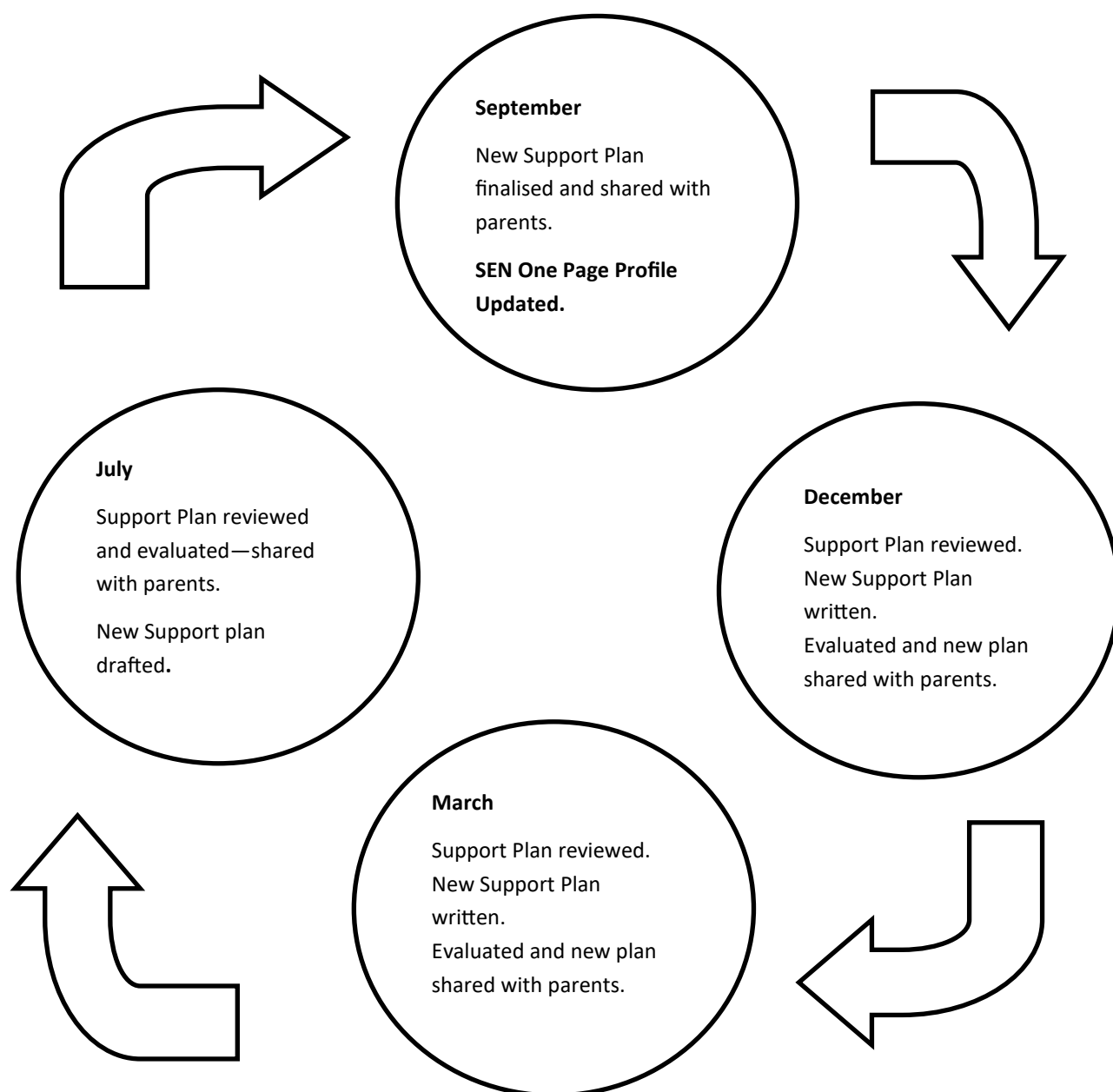
	What	Who	How
 ASSESS	Initial Concern	Parents/school	Professional Dialogue Discussions with parents Pupil Progress Meetings
	Classroom adaptations and/or targeted support in class	Class teacher Teaching Assistants	Examples may include Classroom positioning Organisational aids eg visual timetable Coloured overlays Slopes
	Targeted and time-limited small group interventions	Teaching Assistants under the direction of the class teacher	For small limited periods Extra provision is recorded eg pre-teaching.
	Further information gathered	Parents/pupil/colleagues/ SENDCo	Professional dialogue Parents
	Possible further adaptations and/or additional support in class	Class teacher Teaching Assistant SENDCo	

	What	Who	Notes
PLAN 	Parents informed of intention to make additional provision	Class Teacher	Meeting
	Pupil added to SEN register	SENDCo	
	SEND One Page Profile created	Class teacher/Parents/ SENDCo/Pupil	This is an overview of a pupil's additional needs.
	Individual Support Plan written with 1 or 2 measurable Specific, Measurable, Attainable, Realistic, Timed (SMART) targets.	Class teacher with support from SENDCo	Parents are involved throughout the Support Plan process. They are encouraged to help pupils meet their targets and are kept informed when targets are met and/or adjusted.

	What	Who	How
DO 	Teaching towards support Plan targets	Class Teacher and Teaching Assistant	Little and often as specified on the Support Plan delivered throughout the day.
	Progress towards the Support Plan targets are monitored.	Teaching Assistant and Class Teacher	As often as needed.
	Revision of Support Plan targets	Class teacher	As and when necessary (when targets are met or adjusted)
	Teachers and/or Teaching Assistants access Continuing Professional Development courses to enhance their understanding of a specific difficulty relating to a child in their class.	Class teachers (Need identified by CT and SENDCo)	When appropriate

	What	Who	Notes
REVIEW 	Full review of Support Plan 3 times a year.	Class Teacher	Evaluations shared with parents.
	SEN One Page Profile updated annually	Class teacher/Parents/ SENDCo/Pupil	Significant changes mid-year will also result in an update.

The SEN Support Cycle



At any point in the Review Process, there are several possible outcomes.

Outcome		Next Steps	Notes
 OUTCOMES OF REVIEW	Progress is accelerated and provision needed to maintain this is commensurate with peers.	Needs can now be met through classroom differentiation and adaptations. Removed from SEN register.	Professional dialogue between teachers and SENDCo and/or consideration at pupil Progress Meetings before a decision to remove from SEN register is made. Evaluation shared and parents informed.
	Progress in good but additional provision needs to continue.	New Support Plan written. Continue with cycle to next review.	Evaluation and new Support Plan shared with parents.
	Progress remains slow/ inadequate despite interventions.	With the permission of parents, school will refer the pupil for specialised assessments and advice from external agencies and professionals.	Where a pupil has a pre-existing recognised difficulty (for example Speech and Language or autistic spectrum condition), the expertise of external agencies and professionals may, with parental permission, be sort at an earlier stage.
	Despite the school having taken the relevant action to identify, assess and meet the needs of a pupil (as above), the pupil has not made expected progress.	The school is unable to fully meet the needs of the pupil through its own provision arrangements. School and parents should consider applying for an EHCP assessment.	

Supporting pupils and families

- The Local Authority's Local Offer (Regulation 53, Part 4) can be found at <http://www.lancashire.gov.uk/SEND>. This links back to the school's Information Report and school's contribution to the Local Offer, which details how the school works with and supports families of pupil's with SEND. It also details other arrangements such as access to Statutory Assessment Tests (SATs) and transition to high schools.
- Parents and carers are valued and their contribution in terms of identification and support for pupils with SEND is fully recognised. Parents/carers are always welcome to discuss any matters relating to their child's progress. The arrangements keep parents informed about matters relating to SEND (as described in this policy), are additional to the standard methods of reporting and consulting available to all parents.
- The school's statutory SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act) is available on the school's website.
- Pupils with special educational needs will be admitted to school in line with the school's admission policy. The school is aware of the statutory requirements with regard to SEND and will meet these requirements. The school will use induction meetings to work closely with parents to ascertain whether a pupil has been identified as having special educational needs or a disability. If our school is alerted to the fact that a pupil may have SEND, we will endeavour to collect all relevant information and plan a relevant differentiated curriculum.
- Parents of children with EHC Plans will also be invited to a yearly review (6 months if the child is under 5 years of age) , along with relevant support service personnel connected to the child, and the pupil themselves where appropriate.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Pupils who have medical needs may require intervention and support from staff in school will have a Care Plan written for them in liaison with the Health Service and their parents/ carers. This ensures a safe, agreed set of principles and procedures to ensure the pupil's needs are fully met and all health and safety arrangements have been addressed. If appropriate a Medical Information Sheet with the pupils photograph, stating emergency procedures and contact details will be placed in the pupil's classroom.
- At school 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 will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have special educational needs (SEN) and may have a Education, Health and Care Plan (EHCP) which brings together health and social care, as well as special educational needs and the SEND Code of Practice (revised 2015) is followed. Provision will be made for these pupils in accordance with their EHCP.
- The schools policy for supporting pupils with medical conditions can be found on the school's website.

CHILDREN LOOKED AFTER (CLA) BY THE LOCAL AUTHORITY

Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with Social Services.

MONITORING AND EVALUATION OF SEND

- The monitoring and evaluation of progress with pupils with SEND is detailed in the Graduated Approach section (above);
- For pupils with Education and Health Care Plan, annual reviews (6 months for the under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice.
- The SENDCo analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (classroom drop in sessions, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision.
- The SENDCo liaises with the SEN Governor at least termly and a report on the evaluation and effectiveness of SEND provision is produced. This is shared with all members of the Governing Body.
- The SENDCo produces an annual action plan which is updated when necessary throughout the year.
- The SENDCo produces a Situation Report annually which is updated when necessary.

TRAINING AND RESOURCES

- The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced.
- The responsibility for determining the amount of resource for SEN lies with the school Governors who will seek advice from the Headteacher.
- The resources for SEND are used to provide teaching assistants,, specific training on SEND and specialist resources and assessments from external agencies.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENDCo is aware of relevant courses within the local area related to SEND.
- Whole school training on SEND is arranged, as appropriate and teaching assistants are invited.
- There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

ROLES AND RESPONSIBILITIES

- The Governors, must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards students with SEND.
- The governors and Headteacher are responsible for the school's policy and approach to meeting student's special educational needs and disabilities.
- The Headteacher is the school's 'responsible person' and manages the school's educational needs work. The headteacher will keep the Governing Body informed of the special educational needs provision made by school.
- The SENDCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing individual support plans and assessing children's progress; purchasing and ordering resources; liaising with external agencies, making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports and liaising with non-teaching staff in relation to SEND.
- Teaching Assistants are a valuable part of the support for pupils with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching as set out in individual support plans or group teaching as well as focussed in-class support whilst encouraging independence. It is also important that the class teacher also works with pupils with SEND.

ACCESSIBILITY

- The school's accessibility plan is to be found on the website at <http://www.st-john-augustine.lancs.sch.uk>
- Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the SEN Information Report and the School's contribution to the Local Offer.
- School operates an Open Door Policy so parents can contact school to arrange an appointment to see a member of staff. Teaching staff are available every morning before school at the door or after school for a chat without a prior appointment.

BULLYING

- Bullying is taken very seriously at St John with St Augustine Primary School. To view the school's policy on anti-bullying, see the school's website at <http://www.st-john-augustine.lancs.sch.uk>.
- Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and Governors at St John with St Augustine Primary School endeavour to generate a culture of support and care among pupils.

DEALING WITH COMPLAINTS

- The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.
- If the matter is not resolved satisfactorily parents have recourse to the following:
 - discuss the problem with the SENDCO
 - discuss the problem with the Headteacher
 - more serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of Governors
- Parents are informed about Information Advice and Support Services.
- Reference should be made to the school's complaints policy should further action be deemed necessary. We aim to deal with any complaints at the earliest opportunity.