



**St. John's CE Primary School
Friern Barnet**

SEND Policy

COMPLIANCE

This policy complies with the statutory requirements laid out in the 'Special Educational Needs and Disability' (SEND) Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- Children and Families Act 2014 (regulation 51)
- SEND Code of Practice 0-25 (July 2015)
- Schools SEN Information Report Regulations (November 2020)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding and Child Protection Policy March 2020
- Accessibility Plan (Autumn 2019)
- Teachers Standards 2012

INTRODUCTION

Contact details for those responsible for managing our response to the provision we make for children with SEND:

Stacey Man, SENDCo & Member of the SMT

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Graham Gunn, Headteacher

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Ann Jarero, SEND Link Governor – can be contacted via the school office

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OUR VISION

St John's Primary School is committed to inclusive education and aims to provide a broad, well balanced curriculum that is accessible to all pupils regardless of ethnicity, gender, age or special need). All teachers have the responsibility of planning for, and teaching, children with special educational needs. Early identification and the provision of appropriate intervention is therefore a whole school responsibility. The school aims to offer a continuum of SEND provision to raise the aspirations and standards of achievement of every child with SEND, giving them a sense of success, involving them in planning for their own learning and helping them to maximise their potential. The school aims to work in partnership with parents/carers, who have a vital role to play in supporting their child's education.

The following principles underpin our practice and ensure that our vision for all pupils in the school is carried out:

- To identify and provide for pupils who have special educational needs and additional needs
- The responsibility for meeting the special educational needs of pupils is seen as a collective responsibility and this is reflected in all areas of school life, including all aspects of policy making and planning.
- Children's self-knowledge and their concerns about their own learning are valued highly, and children are supported to be able to express their views and to actively participate in all decisions about their education.
- Working with parents as partners in their child's education is essential and the school will be proactive in facilitating this.
- We aim to educate pupils with special educational needs alongside their peers in the classroom for the majority of the time. However, we acknowledge that there will be times when an individual pupil's needs require some withdrawal sessions for a specific purpose.
- To raise the aspiration of and expectations for all pupils with SEND, the school provides a focus on outcomes for pupils.
- The pursuit of early identification of SEND is essential, followed by an effective, relevant, graded response, based on careful assessment, planning and monitoring.
- We welcome the contribution that other professionals are able to make and seek an inter-agency approach to meeting our pupils' needs.
- All interventions for pupils with SEND will be recorded and evaluated.
- Good relationships with preschool provisions, secondary and special schools should be maintained to ensure the smooth transition of pupils from one phase to the next.
- The effectiveness of the special educational needs provision in the school will be continuously monitored and evaluated.
- Focused, in-service training will be provided to further all staff's knowledge and expertise in the area of special educational needs.

DEFINITION OF SEND

A person has an SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means that he or she will have a significantly greater difficulty in learning than the majority of others the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The school follows the guidance contained in the SEND Code of Practice (2014). This recommends a graduated approach. The Code does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas.

These are:

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

As outlined in the Teachers' Standards 2012, 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 support staff. Where possible, we will meet every child's need within the classroom through ensuring that planning, teaching and approaches are high quality and effective.

PROCEDURES FOR IDENTIFICATION AND ASSESSMENT

We will study a child's levels of attainment on entry to our school. This will involve reading records and reports and liaising with previous settings. We will listen carefully to parents when they tell us that they have a concern about their child, recognising that the parent knows the child better than anyone else.

A member of staff may discuss concerns about a child's progress or wellbeing at any time during the school year, but particularly at termly Pupil Progress Meetings held with members of the Senior Leadership Team. The SENDCo may investigate concerns further by gathering evidence through:

- Observational notes taken during whole class or playground observation (describing a child's learning progress, attitude to learning, interactions with adults and peers, and/or behaviour);
- Termly Reading, Writing and Maths assessments;

- Teacher assessment data on Routemap;
- SATs results;
- Annotated samples of work;
- Diagnostic testing supported by the specialist teacher
- Meeting with parents to discuss a child's strengths and difficulties.

If the conclusion of the evidence gathering process is that the pupil requires support over and above what is normally available within the class or subject, the SENDCo will consider placing the child on the SEND Register. If a child is placed on the register the SENDCo will notify the parents or carers and will track the child's allocated support to assess and identify effective resourcing and whether any changes need to be made. The teacher will write an Individual Support Plan (Please see link provided on school website) in collaboration with the SENDCo, parents, child and specialist teacher which will be reviewed termly.

MEETING THE NEEDS OF SEND CHILDREN

After careful assessment of a child's strengths and difficulties, the process of planning to meet a child's needs involves all stakeholders (children, parents and families, teachers, support staff, outside agencies) and sets out clear actions to reduce or remove barriers to learning. The school operates a graduated approach to remove barriers to learning and put effective special educational provision in place, in line with the SEND Code of Practice (2015). This takes 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 what supports the pupil in making good progress and securing good outcomes.' (SEND Code of Practice, 2015, 6.44, p.100). This cycle can be seen in the table below.



Actions planned to reduce or remove barriers to a child's learning fall into the 'do' part of the graduated approach, and are continuously monitored through communication between stakeholders to assess progress and next steps.

Actions planned within the 'do' part of the graduated approach fall within four broad strands:

On-Going Assessment, Planning and Review

- Individual Support Plan (ISP) with three key targets linked to the child's identified needs and strategies for enabling the child to meet each target;
- Diagnostic tests;
- Entry and Exit Assessments;
- Standardised tests (e.g. SATs);
- Assessment and advice from outside agencies.

Grouping for Teaching Purposes

- In-class support;
- Withdrawal sessions;
- Small group work.

Additional Resources

- Specialist Teaching;
- SENDCo
- SEN Trained Teaching Assistants.

Access to the National Curriculum

- Differentiation of class work and homework;
- Individual programmes;
- Implementation of ISPs;
- Specialist resources to aid learning;
- Access to IT equipment and specialised software. An intervention will be chosen to best meet the needs of the individual child.

REVIEWING CHILDREN'S PROGRESS

The SENDCo, in consultation with teachers, teaching assistants, specialist teacher and outside agencies will assess the progress of children with SEND termly. If a child is making consistent good progress, then his/her name may be removed from the school's SEND Register. If this happens, parents are informed that the school no longer considers it necessary to make additional or different provision for the child to make progress in their learning. If any stakeholder raises concerns at a later date, the child will be reassessed and their name may be placed back on the SEND Register.

If a child continues to experience significant difficulties in their learning despite provision being made to meet their needs, the class teacher, SENDCo, specialist teacher and parents will decide

on the type and level of on-going support needed, and whether advice or support from external agencies is necessary.

For a small number of children, the SENDCo, other key staff and parents may conclude that the child's needs remain so substantial, despite intervention to meet their needs, that the child's needs cannot be met effectively within the resources normally available to the school. In this case, the SENDCo will collate all relevant information and evidence in order to request Statutory Assessment by the Local Authority where the child lives. The Local Authority will then decide whether statutory assessment is appropriate and reasonable, and at the end of this period of assessment an Education, Health and Care Plan may be drafted.

The SENDCo ensures that all appropriate records are kept and are available when needed. These are always available for parents/carers to see, and can be a source of invaluable information at times of transition (e.g. to a new class or school), or can be used as the basis for a request for Statutory Assessment.

PARTNERSHIP WITH PARENTS

At St John's, we are committed to working in partnership with parents and carers to support children to achieve their full potential. When supporting children with SEND, we strive to harness the expertise of parents and carers, and to support them in developing their child's skills, knowledge and understanding.

Our partnership with parents includes:

- Respecting and working to overcome, where necessary, the differing needs of parents and carers such as disability or communication and linguistic barriers;
- Promoting a culture of cooperation between parents, schools, Local Authorities and outside agencies in order to enable children with SEND to achieve their full potential;
- Sharing information with parents and carers in informal conversations and individual meetings, as well as keeping dialogues in home/school record books;
- Notifying parents of any concerns at an early stage, and always being willing to listen to issues and concerns brought forward for discussion;
- Inviting parents to review meetings to discuss progress, set targets and plan intervention strategies to help the child both in school and at home;
- Keeping parents informed of any additional or different provision their child is receiving and inviting parents to contribute to and attend any review meetings about their child;

Please see the **Local Authority 'Local Offer'** (a link is provided on the school's web-site under 'Special Educational Needs')

MONITORING, EVALUATION AND REVIEW

At St John's School, the effectiveness of our SEND Policy and Provision is continuously monitored and scrutinised. The SENDCo reports directly to the Headteacher and regularly reports to the Governing Body of the school on the number of children identified on the SEND Register, including the numbers of children with an EHC Plan, their progress, the types of additional provision and resources being used and liaison with other agencies or educational establishments. The SENDCo and subject leaders also monitor classroom practice, and analyse pupil tracking data to identify and develop effective special educational provision. The Senior Leadership Team has overall accountability for the progress and attainment of children with SEND; however all class teachers are expected to identify and track progress of all children within their subject or aspect of leadership. Pupil Progress Meetings are held termly (3 times a year) and pupil data is regularly monitored and analysed.

Evidence of the effectiveness of this policy on progress in learning for children with SEND will be shown by:

- Ongoing teacher and support staff observations of children in the daily classroom setting;
- Differentiated short-term planning by the Class Teacher and evidence of evaluation of how planning has met the child's needs;
- Records and evidence of the child's work showing progress towards curriculum objectives;
- Evidence of progress towards targets at pupil progress meetings/ISP review meetings;
- More age-appropriate scores on standardised testing, or improved scores on exit assessments;
- Discussion with the child at an appropriate level about their progress;
- Discussion with parents/carers about the child's progress;
- Discussion with outside agencies about the child's progress.

WORKING IN PARTNERSHIP WITH OUTSIDE AGENCIES

We believe that in order to effectively support children with SEND, close cooperation between the school and other professionals is essential. This includes the Local Authority, SEND Support Services, Health Services, Social Services and the following list of outside agencies:

- Speech & Language Services;
- Education Psychology Service;
- Child and Adolescent Mental Health Service;
- Education Welfare Officer;
- IAT team; Inclusion Advisory team
- Child Development Service.

These services are able to offer:

- Educational and health assessments;
- Advice on teaching strategies and resources;
- Advice on setting targets for ISPs;
- Advice on adapting the school environment and modifying the curriculum;
- Providing input for Local Authority statutory assessment and for Annual Reviews;
- Training for staff on developing skills and knowledge about SEND;
- Direct support through specialist teaching;
- Advice to parents and families.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school has always supported, and included in all respects, its pupils with medical conditions. Provision is coordinated by the school's Welfare Officer and they ensure that no child is ever excluded from internal or external activities due to their medical needs; this includes residential school journeys, day visits to places of interest and all sporting occasions. Children with specific needs including allergies have a 'Health Care Plan' and these are managed by the Welfare Officer. Some children may be disabled and where this is the case the school complies with its duties under the Equality Act 2010.

If the child has an 'Education, Health and Care Plan' then the school staff and parents will work together to plan a programme of support that will enable the child to participate to the best of their ability. To this end we have worked alongside medical professionals to support children with profound medical and SEND needs. Staff receive training wherever possible and are supervised by the Welfare Officer.

Medical bags, Health Care Plans and medication are labelled and kept safely in classrooms where they are easily accessible should they be needed. Medication accompanies all classes on trips; staff receive annual 'epipen training'; Welfare Officer keeps stringent records on children's welfare and liaises with parents as is necessary. Welfare Officer and Teaching Assistants are 1st aid trained, as are all staff in the EYFS Foundation stage. There is always a 1st aider on duty at playtimes and lunchtimes.

St John's is proud to be an inclusive community and welcomes pupils with medical conditions.

Related documentation:

School's 'Admission Policy' (on website)

School's policy for 'Managing Medical Conditions of Pupils' (on website)

CRITERIA FOR EXITING THE SEND REGISTER

During pupil progress meetings, progress and outcomes following any intervention will be discussed. If all involved feel that the pupil has met their outcomes and that their needs can be addressed through high quality first teaching, the pupil may be removed from the SEND register. They will then be placed on a Monitoring List to keep a close eye on their progress and ensure their needs continue to be met in 10 class. At the termly assessment meetings, progress will be discussed. The class teacher will also be monitoring progress carefully. Any systems of support may remain in place if agreed by all e.g. buddy system, nurture group, lunchtime clubs.

ROLES AND RESPONSIBILITIES

SENDCo: Stacey Man

SEND GOVERNOR: Ann Jarero

DESIGNATED SAFEGUARDING TEAM: Graham Gunn, Macci Dobie, Claire Horne, Stacey Man

DESIGNATED SAFEGUARDING GOVERNOR: Anthony Kuti

PUPIL PREMIUM GRANT: Stacey Man

SEN TEACHING ASSISTANTS: all TA team are Learning Support Assistants

LINE MANAGER TO TA TEAM: Stacey Man

SCHOOL MENTOR: Shelley Sander (Social and Emotional support)

WELFARE OFFICER: Stacey Man (medical needs of children; Health Care Plans)

STORING AND MANAGING INFORMATION

Please see the following policies regarding information management and confidentiality:

- Data Protection Policy
- Safeguarding and Child Protection
- Confidentiality Policy

ACCESSIBILITY

Please refer to the school's **Accessibility Policy** (on website)

St John's is an inclusive school and we welcome all pupils into our happy, caring community. We are a Church of England School with very close links to St John's Church; as such our ethos of respect, tolerance and understanding permeates all that we do. We are fortunate to have a wealth of cultures and a richness of languages represented amongst our school community; the children are taught to play safely together and to help and respect one another.

Accessibility is constantly assessed in the light of each new pupil. In reference to this, it has been necessary to alter the layout of classrooms and structure of corridors to accommodate special needs; to use radio aids and large visual screens when needed; children have been instrumental in making class members feel comfortable and accepted on account of the inclusive climate created by the school. As and when future structural work is carried out at the school, accessibility is at the forefront of planning- a duty placed on all schools, by the Disability Discrimination Act 1995 (DDA) and amended by the SEN and Disability Act 2001, to increase over time the accessibility for disabled pupils.

Communication with parents/carers is made through a variety of means including emails, texts, letters, phone calls, newsletters and school website. We have an open-door policy for parents to meet with teachers or the SENDCo through the appointments system.

BULLYING

Please refer to the **Behaviour and Anti-Bullying policy** (on website)

It may be the case that children with a form of ‘special need’ or disability are more vulnerable to experiencing forms of bullying. We must ensure that this never happens.

Our PSHE programme across the school is detailed and comprehensive and its relevance throughout the primary curriculum cannot be overstated. Children discover about themselves and learn to accept the uniqueness of others without question or criticism. We endeavour to ensure children have a good understanding of the definition of the term ‘bullying’, and its application in the situations they encounter (‘arguments’ are not ‘bullying’ incidents unless the definition applies). Any form of bullying is not tolerated; our lessons emphasise the importance of personal values, accountability and responsibility and stress the need to ‘own your own behaviour’.

REVIEWING THE POLICY

SEND is overseen by the ‘Standards’ Governor’s Sub-Committee.
Due to the climate of reform, it will be reviewed annually.

Next Review: November 2023