



St John's Primary School Special Educational Needs (SEN) and Disability Policy

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If you would like any more information regarding SEN and Disability please contact the school to make an appointment.

This policy was developed in consultation with the SLT, members of staff and parents.

SEN and Disability Policy

Rationale:

At St John's Primary every child is equal, valued and unique. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which consider their varied life experiences and particular needs.

Staff at St John's Primary are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation and other material related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, the current SEN and Disability Code of Practice, the Special Educational Needs and Disability Regulations 2014, the Special Educational Needs (Personal Budgets) Regulations, the Equality Act 2010, the Mental Capacity Act 2005, Keeping Children Safe in Education 2023 and Supporting Pupils at School with Medical Conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum

- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND to achieve their full potential
- To ensure parents / carers are fully engaged and supported in decision making
- To consider the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

Roles and Responsibilities:

The Special Educational Needs Coordinator (SENDCO)/Inclusion Manager and Deputy SENDCO:

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEND
- monitor termly progress of SEND pupils using the data tracking system
- update the SEND school provision map every term
- update SIMS with relevant pupil SEND information
- liaising with the designated teacher where a child in care has SEND
- advising on the graduated approach to providing SEND support
- advising on pupils SEN Support Plans
- monitoring pupils SEN Support Plans
- monitoring SEND interventions across school
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, appropriate outside agencies, health and social care professionals
- refer pupils to the appropriate outside agencies using up to date referral forms
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the Head Teacher and School Governors to ensure that 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 pupils with SEND up to date using CPOMS
- attend SENDCO network meetings and WEST SENDCO meetings termly
- provide termly SEND audits for the Headteacher

St John's has Teaching Assistants in every class who support children in one to one or group situations monitored by the Class Teacher and Inclusion Manager/SENCO and Deputy SENDCO. They support SEND individuals and groups of pupils both in class and through targeted withdrawal into other spaces for specific interventions/programmes.

The designated teachers for child protection are the Head Teacher, Mrs Caffrey; Assistant Head Teachers Mrs Bewick & Mr Rundle; Parent Support Advisor (PSA) Mrs Lishman.

The designated member of staff responsible for managing pupil premium is the Head Teacher, Mrs Caffrey.

Children in Care (CIC)

The designated member of staff for children in care is the Head Teacher, Mrs Caffrey.

The Parent Support Advisor and designated member of staff meet on a termly basis to ensure that arrangements are in place for supporting children in care and ensure Personal Education Plans are up to date.

Specialised Provision:

There is no specialist provision at St John's Primary.

Access to Facilities and Provision:

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Allocation of Resources:

The Head Teacher is responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

Identification, Assessment, Planning and Review Arrangements:

St John's follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. (Teachers' Standards 2012).

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. Provision and intervention maps outline all SEN support and are updated each term.

The following are not SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a child in care
- Being a child of service personnel

SEN support – four-part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. Termly Assertive Mentoring, pupil progress meetings support the early identification of pupils who may have SEND. Where concerns are identified this is discussed with the SENDCO/Inclusion Manager and Deputy SENDCO.

Assess

The class teacher, working with the SENDCO/Inclusion Manager and Deputy SENDCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed termly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment.

Plan

Parents/carers will be informed if their child has been placed on the SEN register in school. Parents/carers will be formally notified at the termly Assertive Mentoring, pupil progress meetings by the Class Teacher or before if appropriate.

Parents/carers will be informed that their child has been placed on the SEN list and will receive SEN support in school.

Further meetings with the SENDCO/Inclusion Manager and Deputy SENDCO may be arranged with outside agencies.

SEN Support Plans will be written by Class Teachers in consultation with the Inclusion Manager/SENDCO and Deputy SENDCO.

Targets will be shared with pupils and parents/carers

SEN Support Plans will be reviewed termly by Class Teachers.

Progress will be shared with the pupil and parents/carers.

Do

The class teacher will remain responsible for working with the pupil daily and retain responsibility for their progress and outcomes on the SEN Support Plans. The class teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved and record this on the SEN Support Plans/Review comments at the end of every term.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the pupil's SEN Support Plan. Reviews will be held with parents/carers every term. The class teacher, working with the SENCO/Inclusion Manager and Deputy SENDCO, will revise the support in light of the pupil's progress. If a pupil does not make the expected progress over a sustained period school will consider involving specialists from outside agencies. School liaises with the following services:

SENDOS (SEND Outreach Service), School Health, Speech and Language Therapy Service (SALT), Early Years Inclusion Fund, SEN Team, SEN ASAP Advice and Support Allocation Panel, SPA (Single Point of Access), CYPS (Children's and Young People's Service), Occupational Therapy(OT), Physiotherapy, School Based OT, Kalmer Counselling Service, Zone West, and when appropriate, Social Services and Child in Care Team.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, the pupil has not made expected progress, then school or parents/ or carers will consider requesting an Education, Health and Care Needs Assessment.

Further details on provision for pupils with SEN can be found in the SEN information document.

SEN information document

This report can be found on the school website. It outlines the provision St John's makes for all pupils with SEND and within the four broad areas of need:

1. Communication and Interaction.
2. Cognition and Learning.
3. Social, Emotional and Mental Health Difficulties.
4. Sensory and/or Physical Needs.

Transition Arrangements

Transition is carefully planned. In order to ensure successful transition from pre-school to nursery and primary to secondary provision the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school setting.

Partnership with Parents/Carers:

St John's has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND register and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

SEND Information, Advice and Support Service (SENDIAS) information is also given.

The PSA, Mrs Lishman, is proactive in supporting parents/ carers in a variety of ways, including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Plan (EHP) is used to coordinate support for children and their families who have a range of needs.

Pupil Participation:

The views of all pupils are valued. Pupils with SEND are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and review their progress with the class teacher and parents/ carers at the Assertive Mentoring, pupil progress meetings every term.

Pupils SEN Support Plans are shared with the pupil and their views and comments are displayed on the front sheet of the SEN Support Plan.

SEN Support Plan review comments are shared with the pupils.

Pupils with an EHCP or pupils going through an EHC Needs assessment will complete a pupil views section which forms part of the EHCP

Monitoring and Evaluating the Success of Provision:

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEND:

Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,

Assessment records that illustrate progress over time – e.g. levels 0 to 7 sub-divided into emerging, developing, secure;

Pre and post assessments for those pupils who are withdrawn for targeted interventions

Success rates in respect of individual targets;

Regular meetings between the Class Teacher and SENDCO/Inclusion Manager and Deputy SENDCO;

Provision Mapping – used as a basis for monitoring the impact of interventions.

SEN Support Plans are monitored termly by the Inclusion Manager/SENDCO and Deputy SENDCO.

Staff Development:

The SENDCO/Inclusion Manager and Deputy SENDCO ensure that all staff are informed of local and national developments in relation to SEND and Inclusion.

Training needs are identified and where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCO/Inclusion Manager and Deputy SENDCO.

Medical Conditions

St John's will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their Health Care Plan.

Admission Arrangements:

St John's has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

The Local Authority regularly send the school a 'Consultation Letter' if a family, with a child with an EHCP or in the stages of receiving an EHCP, are requesting a place at St John's Primary. The Inclusion Manager/SENDSCO and Deputy SENDSCO respond to the 'Consultation Letter' within 14 days. The school outlines the available provision and reasonable adjustments it could make to adequately meet the child's special educational needs. The school provides reasons and evidence if the school is not the most appropriate setting to meet the child's needs. The final decision on the child's placement is left with the Local Authority SEN Team.

The Complaints Procedure:

Initially an attempt will be made to resolve a complaint about SEN provision at school level within one week of the complaint having first been made. The procedure is firstly that the key worker and class teacher attempts to resolve matters, then if required the SENDSCO/Inclusion Manager and Deputy SENDSCO attempt to resolve the matter, the Head Teacher becomes involved if a resolution has not been found.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, and whether the LA need to become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

This SEN and Disability policy will be reviewed and amended annually.

Reviewed 27th November 2023

To be reviewed November 2024