



Special Educational Needs and Inclusion Policy

Linked Policies:

Positive Behaviour Policy

Approved and Authorised by:

Signed: _____ *SM Bowyer* _____ Headteacher

Signed: _____ *L Jones* _____ Co-Chair of Governors

Date: _____ 22nd January 2024 _____

Date for Review: _____ January 2025 _____

Let your roots grow down into him, and let your lives be built on him. Then your faith will grow strong in the truth you were taught, and you will overflow with thankfulness. Colossians 2:7

Dedication - Courage - Joy

St. John's C.E. (A) Primary School, Wheatly Avenue, Trent Vale, Stoke-on-Trent, ST4 6SB

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Part A Information regarding staff and governor roles and responsibilities and the main policy aims and objectives

Rationale

The purpose of this policy is to meet all legislation in relation to SEND and meet the individual needs of all children at St John's C.E. (A) Primary School.

Aims

Guiding Principles for Special Educational Needs

At St John's C.E. (A) Primary School, we work hard to enable all of our pupils to 'flourish' regardless of their abilities. We value the abilities and achievements of our children and aim to promote maximum development of knowledge, skills and understanding, together with personal and social growth for all.

All pupils have the same entitlement to a broad and balanced curriculum and the right to participate in all aspects of school life enabling them to become happy, healthy global citizens.

The underlying principle of inclusion is central to the SEN policy. The school also has regard to [part 3 of the Children and Families Act 2014](#) and associated regulations, [Special Educational Needs and Disability Regulations 2014](#), the [Equality Act 2010](#) in addressing matters related to policy, provision and practice in the field of SEND.

The school recognises requirements arising from the Code of Practice (2014) in providing a graduated response to need and additional support to those pupils identified as having SEND.

The school recognises the importance of effective partnership with parents and of taking into account the 'ascertainable views of the child' in determining how individual educational needs can be met.

A child has SEND if they 'have a learning difficulty or disability which calls for special educational provision to be for him or her'. (*SEND Code of Practice 2014, p.15.*)

A child has a learning difficulty if he or she 'has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

The four areas of Special Educational Need identified in the 2014 Code of Practice are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Special Educational Provision means 'for children of two or over, educational provision which is addition to the educational provision made generally for children of that age in schools maintained by the LEA, other than special school in the area.'

The aims underpinning the SEND Policy:

- To promote a whole school approach to meeting special educational needs in which all members of their school community have an understanding of their role.
- To provide additional support to those pupils deemed to have SEND, through the graduated response set out in the Code of Practice (2014).

- To foster an educational environment in which pupils with SEND feel included, valued and challenged.
- To provide a framework within which the school can monitor, review and evaluate its provision for pupils with SEND on a regular basis.

Objectives underpinning the SEND Policy:

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development and ensure their individual needs are met.
- To ensure that all children with special educational needs are fully included in all activities of the school, to promote the highest levels of achievement.
- To ensure children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- To ensure that all learners make the best possible progress, linked to all intervention strategies.
- To involve parents in developing a partnership of support, enabling them full confidence in the strategy adopted by the school.
- To co-ordinate effectively with Health, Social Care and any other outside agencies who can offer support to families.
- To ensure that learners express their views and are fully involved about decisions which affect their education.
- To promote self-worth and enthusiasm, giving every child the entitlement to a sense of achievement, through a nurturing environment across the school.
- To regularly review the policy and practical arrangements to achieve best results.
- To improve and accelerate children's learning through objectives set out in the School Development Plan, and in SEND Reviews:
 - To improve children's reading, writing and mathematical skills through a consistent first quality teaching approach.
 - To ensure all children on the SEND register at School Support receive high quality interventions.
 - To improve the quality of teaching and provision of children with SEND.
 - To implement the strategies and advice given by outside agencies.

Roles and Responsibilities

- **SENCO** has the responsibility for the day to day management of all aspects of SEND provision.
- **Governing Body** in cooperation with the Head and SLT, are responsible for the school's general policy and approach to provision for learners with special educational needs.

Special Educational Needs Coordinator (SENCO): Miss K Cooper

The SEN Link Governor: Mrs Stevenson

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 (SEND Code of Practice 2014 6:36).

Each class SEND file contains the following:

- Pupil passports
- Copies of Education Health and Care (EHC) plans
- Weekly intervention registers and monitoring data
- Wave 3 checks – personalised interventions

- Any specialist advice
- Additional information and forms for the class teachers to fill out.

The SENCO shall:

- Monitor effectiveness of SEND interventions and provision
- Ensure all SEND policies are up to date
- Inclusion Register
- Monitor the pupil passports in line with daily/weekly provision
- Provision Maps
- Ensure all pupil files are up to date
- Check and sign off all educational advice, cases and annual reviews
- Liaise with external agencies
- Complete all specialist referral forms for SEND, Educational Psychologist, including INSPIRE, specialist visits etc
- Be responsible for ensuring that all correspondence to parents of learners moving onto or up the SEND register is maintained and recorded appropriately
- Complete termly reviews with staff to assess impact of interventions
- Liaise with Head teacher (Mrs Bowyer), Home School Link Worker (Mrs Ramsden) and SEND Governor (Mrs Stevenson).
- Complete Educational advice as part of EHCP applications and ensure making a case paperwork is completed.
- Monitor SEND children receiving school support children every 6 months using the relevant assessment tests related to the child's SEND needs.
- Complete standardised tests for new intake pupils who demonstrate some SEND concerns
- Complete paperwork for annual reviews
- Monitor and track progress of vulnerable pupils
- Monitor effectiveness of all SEND staff
- Advise staff on any SEND issues.
- Organise letters to parents re: SEND issues
- If non-contact time is affected by staff absence the time should be paid back whenever possible.

The Classroom Teacher shall:

- Deliver quality first teaching which makes full use of adaptive practice to ensure learning is inclusive for all.
- Ensure they are familiar with the requirements of the SEND pupils in their class. Use class SEND folder to find necessary information.
- Liaise with parents regarding pupil passport targets, and pupil passport reviews to gain their point of view and signatures
- Make sure content of pupil passports is reflected in weekly classroom practice
- Ensure that support staff carry out SEND provisions as set out on their individual timetables
- Seek advice with SENCO about the appropriateness and content of pupil passports
- Carry out any task as given by the SENCO
- Employ a range of teaching styles: VAK
- Liaise regularly with support staff as to planning, objectives and pupil progress
- Ensure that class SEND files are up to date with relevant documentation for current cohort, e.g. pupil passports, provision map.
- Deploy teaching assistants flexibly and effectively to support SEND learners

- Review their own practice to ensure that the needs of all children are met
- Before asking the SENCo for SEND help with struggling pupils, put in place additional support to attempt to bridge any gaps in learning. When seeking advice, ensure that evidence of additional support is provided for the SENCo.
- Complete the 'Initial Concern' form for specified pupils with issues to provide relevant evidence.

Learning Support Practitioner/Teaching Support Assistants shall:

- Support SEND children to ensure their particular category of SEND is met to provide for their needs.
- Carry out required SEND interventions as listed on timetables, and complete monitoring sheet for each session delivered
- Prepare materials for the interventions, eg record sheets for pupils to use, modified activity sheets for SEND pupils
- Relay and interpret instructions; help with reading
- Encourage listening and concentration skills
- Give subject-specific key words and correct spellings
- Help pupils to write or word-process their work
- Help pupils organise their thoughts and answers
- Help an individual child with personal organisation, etc
- Check pupils' understanding by marking the work of the group they are supporting
- Help to maintain discipline (at individual and class level)
- Provide feedback to the teacher on pupil progress
- Encourage pupil participation in discussion and plenary

Class teachers have the responsibility to implement the pupil passports of individual children in their classroom. They also have the responsibility of managing the work of Learning Support Assistants/TSAs.

The Headteacher

The Head Teacher has the responsibility for the day-to-day operational management of all aspects of the school's work, including SEND.

The Headteacher shall:

- Keep the Governing Body informed
- Liaise with the School's SENCO and SEND governor
- Ensure that the SENCO and teachers develop positive and constructive relationships with parents.
- Ensure that all teachers understand their own responsibilities in respect of SEND
- Ensure all statutory reviews are appropriately completed
- Monitor the performance of the SENCO

SEND Governor

The named Governor with responsibility for SEND shall:

- Attend termly meetings with SENCO and Headteacher so that the Governing Body is kept up to date with the day-to-day provision of education for SEND learners.
- Take an active part in reviewing SEND policy and practice

- Ensure that the SEND budget is used effectively for the best outcomes for all the learners with SEND in the school
- Ensure teachers are aware of the importance of providing for learners with SEND
- Attend training and information sessions that will assist the SEND Governor in fulfilling his/her roles & responsibilities effectively

Admissions arrangements

All pupils are welcome at St John's CE Primary School. However, if there is over subscription of places, then the school have set guidelines to follow with regard to allocation of places (please see separate admissions policy).

If a child has a statement of special educational needs (an EHC plan), and the LA has named St John's CE Primary School as a particularly suitable school, then that child gains priority over other children.

Facilities and procedures to promote Access and Accessibility

Pupils with special educational needs will have access to a balanced and broadly based curriculum at their level, with the opportunity to join in all the activities of the school. The school is fully accessible for disabled pupils. However, classrooms may have to be adjusted to accommodate specific needs.

For any further information see the Accessibility Plan or the Disability Equality Action Plan

Part B

Information about the school's approach to the identification, assessment and provision for all pupils with special educational needs

The school is committed to early identification of special educational needs and adopts a graduated approach as required by the 2014 SEND Code of Practice. The levels are as follows:

- Classroom based interventions once the class teacher first identifies a needs for additional support
- SEND support (lowest level of intervention)
- SEND support with external agency involvement
- Education Health and Care plan (EHC)
- Transfer to a more specialist environment. (highest level of intervention)

A range of evidence is collected through the usual assessment and monitoring arrangements. If a class teacher is concerned about a pupil's progress, he or she will need to take the following steps: 'The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEND (SEND Code of Practice 2014 Section 6.19). Classroom based interventions will need to be ongoing for at least half a term, after which time the pupil's progress will be assessed again. If none or very little progress has been made, this suggests the learner is not making the expected progress and a consultation will take place with the SENCO, in order to decide whether additional and/or different provision is necessary. Pupils are then placed on the special educational needs register after a letter is sent to parents.

Where social, emotional and mental health needs are identified, staff should refer to the SEND matrix for SEMH.

Provision/action that is additional to or different from that available to all will be recorded in a Pupil Passport. This is written by the class teacher, in conjunction with learning support assistants, parents and the child themselves. It may also involve consultation from outside agencies. The curriculum will be broad, balanced and suitably differentiated to meet the needs of all children on the SEND register, but some targeted work will focus on the requirements of the child themselves.

The pupil passport will set targets for the pupil and will detail:

- Short term targets set with the child.
- Teaching strategies to be used.
- How parents will support children to meet these targets.
- Provision to be put in place.
- When the plan is to be reviewed.

Pupils will contribute to their passports by explaining how and when they work well, and what aspects of their learning they want to do better with.

The pupil passport will be reviewed three times per year and outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents and children will also be invited to participate in the target-setting and review process. The school uses a programme of regularly reviewing targets and so new targets may be added or removed before a full review has taken place. This is to ensure that the learner's needs are always met.

If the school has evidence that the pupil is making insufficient progress despite significant support and intervention and school action, further advice will be sought from outside agencies. These professionals will be invited to contribute to the monitoring and review process and discuss matters with parents.

For pupils who have an education, health and care plan (EHCP) as well as reviews of their pupil passports, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the LA. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. The SENCO will liaise with the class teacher to ensure effective arrangements are in place at the secondary school.

Careful consideration is also given to children with SEND upon admission to the school. Upon entering school or school transfer a 'history' of the child's academic background will be sought to make the transition and admittance easier and stress free for the child.

Resources and Provision for pupils with SEND

The Governors and Senior Leadership Team at the school have identified a budget for SEND which:

- provides time for the SENCO
- provides a team of Teaching Support Assistants who will work with children to help them achieve their targets set on their Pupil passports.
- is used to purchase additional equipment and resources for specific needs as identified through internal audits, or as recommended by professionals.

Partnership with Parents and Carers

We aim to promote co-operation with parents by:

- Ensuring all parents are made aware of the school's SEN arrangements, including opportunities for meetings between parents and SENCO.
- Acting upon concerns and issues raised by parents.
- Involving parents as soon as a concern has been raised by class teachers.
- Sharing the pupil passports with parents either at designated meetings or via the post to ensure they are fully informed of their child's performance.
- Supporting parents in their understanding of agency advice and support via the school information report.
- Provide information about SEND Information, Advice and Support Service (SENDIASS).
- Refer them to Mrs Bowyer, Designated Safeguarding Lead, if they require additional advice or support.

Links with External Agencies and LA Services

The school has arrangements for ensuring access to external support services for pupils with special educational needs. This may include liaison with specialist teachers at other schools, Educational Psychology Service, Inclusion Service (including learning and sensory impairment), Social Services, Speech Therapy Service, School Nurse, Access to Learning and the Health Service. There is an exchange of information with the SENCO particularly at school based review. There is always a strong emphasis of partnership services working together to contribute to the assessment of the child and writing individual targets. A service level agreement is completed yearly with the Educational Psychology Service and Special Educational Needs Service. A copy of this is kept in school. One of the key principles of the 2014 SEND Code of Practice is to promote greater collaboration between education, health and social care.

Staff Training and CPD

All teachers and learning support staff are encouraged to attend courses which are of interest and have a particular bearing on the children they support. Staff audits are regularly undertaken to obtain an accurate understanding of SEND areas of strength amongst the staff, so that these can be shared to develop all members of staff. There are regular opportunities for INSET days to develop confidence and skills in working with SEND children. Individual support to new members of staff and NQT's will be given.

Evaluating Success.

The success of the SEND policy and provision is evaluated through:

- Monitoring classroom practice by SENCO and head teacher.
- Analysis of pupil tracking data and test results (individuals and cohorts).
- Monitoring of vulnerable groups and their performance against national levels
- SEND moderation process.
- School development plan.

Complaints Procedures.

The child's class teacher/SENCO will work closely with parents and children at all stages in his/her education and should be the first port of call in case of any difficulty. For those concerns which cannot be resolved, the matter should be discussed with the head teacher.

Revision History

Version	Date	Comments	Review Date
6	January 2024	Reviewed and martial names changed of SENCo. No further amendments	Spring 2025
5	January 2023	KL reviewed and amended SENCO name. Adaptive practice added	Spring 2024
4	Spring 2022		Spring 2023
3	02/03/2021	KE and KL reviewed and updated to ensure SEND provision reflects current practice (Code of Practice, 2014).	Spring 2022
2	30/9/2020	Updated information with regards to responsibility of SEND.	July 2021
1	14/05/19	Rewritten the roles and responsibilities of the SENCO, Class teacher, Learning Support Practitioner/Teaching Support Assistant. Additional information for Class File.	July 2020