

Vision/Ethos Statement

St John's C of E Infant School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At St John's School every teacher is a teacher of every pupil including those with SEND.

Definition of SEN

At our school we use the definition for SEN and for disability from the SEND Code of Practice (January 2015).

This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day**”.

KEY ROLES AND RESPONSIBILITIES

SENCO

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENCO Name: Mrs Sophie Ireland

Contact details: 01428 713216

SEN Governor: Mrs Myra Johnson

Introduction

This policy was created in partnership with the SEN Reference Group which included the previous Headteacher/SENCO, the SEN Governor, a staff representative and a parent. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

How can parents access this policy:

You can get a copy of our policy in two ways:

- The school website under SEN Policy
- A hard copy on request at the school office

If parents let us know they need this policy to be made available in a different format, eg, enlarged font, we will ensure that this will be carried out.

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following related guidance and documents:

- ✓ Equality Act 2010: advice for schools DfE Feb 2013
- ✓ Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- ✓ 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 2013
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Teachers Standards 2012

Aims

At St John's CoE Infant School all pupils, regardless of their particular needs, are provided an education appropriate to their needs, with inclusive teaching to enable them to fulfil their potential at school and feel that they are a valued member of the wider school community.

- ✓ We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- ✓ We will use our best endeavours to give pupils with SEND the support they need.
- ✓ Ambitious educational and wider outcomes will be set for them together parents and their child.
- ✓ We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre.
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities.
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice (January 2015).
4. To develop a parent/carer forum/reference group to ensure effective communication and co-production of policies and practice relating to pupils with SEN and disabilities.

Identification of Needs

The four main areas of need are:

Communication and interaction:

Children and young people (CYP) with speech, language and communication needs (SCLN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SCLN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

CYP with ASD, including Asperger's syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning:

Support for learning difficulties may be required when CYP learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health:

CYP may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other CYP may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical:

Some CYP require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many CYP with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. CYP with an MDI have a combination of vision and hearing difficulties. Some CYP with a physical disability (RD) require additional ongoing support and equipment to access all the opportunities available to their peers.

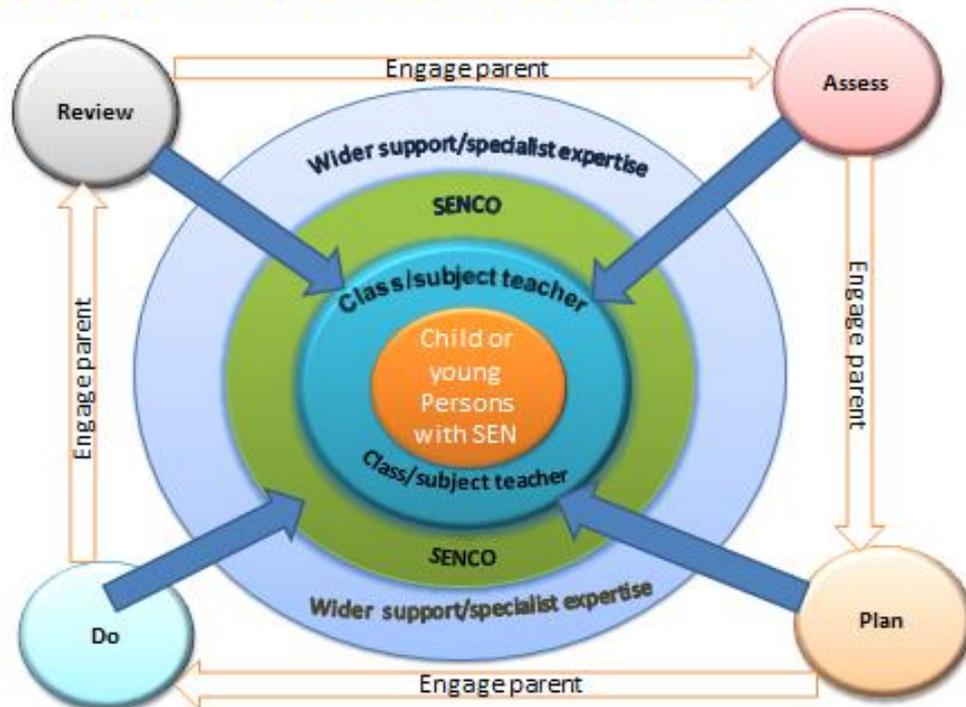
At St John's C of E School we will identify the needs of each pupil by considering the needs of the whole child which are broader than just the special educational needs of the child. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated Approach to SEN Support

The following criteria should inform your placing of a pupil on the SEN Register:

What work has to be done and by whom:

The new vision: A whole school approach



- ✓ Quality first teaching is the expectation for all pupils. This is where the class teacher provides differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEN
- ✓ 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.
- ✓ The progress and outcomes for all pupils will be monitored on a daily basis but will be recorded formally on our termly pupil tracking system
- ✓ Additional intervention and support cannot compensate for a lack of good quality teaching.
- ✓ The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.
- ✓ Training opportunities are provided to develop teachers' understanding and repertoire of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

How does the school decide whether to make special educational provision?

This will involve the teacher and SENCO considering all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress.

This will include:

- ✓ accurate formative assessment
- ✓ internal staff moderation of progress

Where pupils have higher levels of need, we will work in partnership with other specialist professionals and agencies to assess e.g. EPs, LLS, PSS, REMA, etc.

How is the decision made to place pupils on the register?

The school will follow the cycle of Assess, Plan, Do and Review once we have recognised that a child needs SEN Support.

Assess:

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, LLS, PSS and from health and social services where appropriate.

Plan:

SEND arrangements will take place when SEN support is required. The teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do:

The class teacher is responsible for working with the pupil on a daily basis. Where the interventions involve group or one to one teaching away from the main class the teacher still retains responsibility for the pupil. She will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher

Review:

The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

For pupils with an EHCP the LA must review the plan at least annually

How are parents, families, and the child involved in this process?

Parents/carers will be involved in meeting with the class teacher each term to set objectives and review the progress made by their child. The pupil will also be involved (depending on age and stage of development) in the process and any targets will be written in child friendly language. This is a partnership approach between home and school.

SEN Provision

What does Additional Support mean?

SEN support can take many forms. This could include:

- A special learning programme for your child.
- Extra help from a teacher or a teaching assistant.
- Making or changing materials and equipment.
- Working with your child in a small group.
- Observing your child in class or at break and keeping records.
- Helping your child to take part in the class activities.

- Making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult.
- Helping other children to work with your child, or play with them at break time.
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Managing the needs of Pupils on the SEN Register

Each pupil is an individual and will have a programme to meet their individual needs:

- ✓ The class teacher is responsible for maintaining and updating the plan
- ✓ The Assess, Plan, Do, Review cycle work will be carried out on at least a termly basis
- ✓ The provision (targets set) will be recorded on a provision plan
- ✓ The aim is that the pupils' needs are met by removing barriers to learning, providing access to learning and monitoring the progress made over an agreed period, eg, a term
- ✓ The school will provide interventions that work, ie, literacy and numeracy programmes.
- ✓ If thought necessary we will contact and work with additional, specialist services. Parents will be invited to speak to the specialists when they are in school
- ✓ The SENCO keeps the SEN Register up-to-date
- ✓ The SEN Register is reviewed on a termly basis
- ✓ The level of provision is decided by reviewing the SEN Information Report (14 questions) and links to the LA Local Offer
- ✓ If pupils make sufficient progress and are working at an equivalent level to their peers they will be removed from the register
- ✓ If after all of the above has taken place and the child is still not making the necessary progress and it is felt that the school's resources cannot meet the needs of the pupil, we will request additional funding from the LA and/or an assessment for an Education Health Care Plan (EHCP).

(Refer to the Surrey guidance on the Surrey website)

Supporting parents/carers and young people

The school will provide support and signpost places where parents/carers can find information. This includes:

- ✓ The School's SEN Information Report (14 questions)
- ✓ Surrey's Local Offer which includes other agencies who provide a service
- ✓ Our school's admission arrangements
- ✓ Access arrangements for assessments and end of year tests and tasks
- ✓ Transition arrangements between classes, key stages, to junior schools
- ✓ The schools policy on managing the medical conditions of pupils

Supporting pupils at school with medical conditions

This information refers to the DfE guidance, "Supporting pupils at school with medical conditions" which came out in September 2014.

St John's CoE Infant School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Please see the school's policy, "Supporting Pupils at School with Medical Conditions".

Monitoring and evaluation of SEN

SEN is regularly monitored and the quality of provision we offer all pupils is evaluated and that this informs future developments and improvements.

This includes the following aspects:

- School Self evaluation
- School Development Plan priorities
- Continuous professional dialogue about pupil progress
- Termly tracking of pupils progress
- Regular review through the Teaching and Learning committee and full governing body meetings
- Data (eg, RAISEonline) that compares our data to national data
- Developing best practice e.g. moderation of pupil progress through SENCO networks and local partnerships
- Monitoring & review of SEN funding
- Feedback from parents at parent consultation evenings
- Annual parent questionnaires

Training and development

All staff are kept up to date with developments in teaching and provision to meet the needs of pupils with SEND.

Aspects may include:

- ✓ The SENCO's own professional development, eg, attendance at SENCO networks, courses, conferences and specialist knowledge and experience
- ✓ Training for staff delivered by the SENCO and others, eg, Surrey specialist teachers, EPs, health professionals, Babcock 4S consultants
- ✓ Individual staff (teachers and TAs) have developed specialist areas, eg, communication, literacy interventions through attending training
- ✓ Induction led by the SENCO for new staff in school in relation to SEN policy and practice
- ✓ Training needs of staff are identified and planned during their annual performance management

Storing and Managing Information

SEN information will be securely managed within the school's own data management system and confidentiality policy. The school keeps accurate and up to date records of the provision made for pupils with SEN, particularly details of additional or different provision made under SEND support. This forms part of our regular record keeping and is used to support regular discussions with parents about their child's progress, expected outcomes from the support and planned next steps. We aim to record accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.

Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review by the staff and governors. It will next be reviewed in September 2019.

Comments, compliments and complaints

If parents with pupils with SEND want to make a complaint they should initially discuss their concerns with the class teacher. If matters cannot be resolved this way they should then arrange to see the SENCO/Headteacher. Please see our Complaints Policy.

Appendices

Appendix 1 Accessibility Plan

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils, parents/carers, staff and visitors and to implement their plans.

Please see our Accessibility Plan. (This has been reviewed by staff, governors and a parent with a child with a physical disability).

Access to the school curriculum

This includes:

- ✓ teaching and learning
- ✓ resources (books and materials) used in the curriculum
- ✓ the wider curriculum of the school including access to and participation in after-school clubs and school trips

Access to the physical environment of the school

This includes:

- ✓ plans to develop the physical environment of the school
- ✓ painting and demarcation of doors, steps etc.
- ✓ installing specialist equipment e.g. sound field systems and enhanced acoustic treatment e.g. ceilings
- ✓ disabled toilets, ramps

Access to written information

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils:

- ✓ handouts, timetables, textbooks and information about school events
- ✓ It should take account of pupils' disabilities and pupils' and parents' preferred formats e.g. enlarged font size for a parent with visual impairment and be made available within a reasonable time frame
- ✓ You may need to seek advice from specialist services e.g. regarding a parent who is BSL user via PSS or for a parent with no English via REMA

Appendix 2: Related Policies

These could include:

- ✓ Inclusion
- ✓ Single Equality Scheme
- ✓ Anti-bullying
- ✓ Behaviour
- ✓ Child protection
- ✓ Safeguarding
- ✓ Teaching & Learning

Appendix 3: How to develop your new SEN policy and engagement with parents/carers and pupils

Principle

The new code of practice sets out a clear expectation that parents/carers and pupils with SEND themselves will be at the heart of decision making around policies and practices relating to their needs. This is a radical change requiring a cultural shift in the way we develop practice. Co-production is the key to making this a reality and it is recommended that this starts with the development of the SEN policy itself.

Appendix 4: Key documentation

The following documents have informed this guidance which you may find helpful:

- ✓ Special educational needs and disability code of practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ✓ Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- ✓ Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- ✓ Keeping children safe in education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- ✓ [Surrey SEND 14 Toolkit for Pathway and EHC Plans](#)
- ✓ Surrey Provision Management Tool:
 - [Primary](#)
- ✓ [Equality Act 2010](#)
- ✓ Surrey Local Offer Website

January 2015 update to the SEND Code of Practice: changes

In January 2015 the DfE published an updated version of the SEND Code of Practice to replace the July 2014 version. Below we look at the main changes relevant to schools.

Other changes in the January 2015 update

In addition to changes to the section on children and young people with SEN in custody, other minor changes to the wording of the code were made for the updated version.

The most significant changes for schools are:

- An emphasis on the need to keep pupils as well as their parents informed (for example, see paragraph 6.39) no revision necessary
- Clarification of the fact that all children are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential (see paragraph 6.1). The previous version only specified an education that helps children to "make progress"
- All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:
 - achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training

See revision at page 2 above

- An addition to the list of legal obligations under the Equality Act 2010 that explains that schools must not discriminate for a reason arising in consequence of a child or young person's disability (see paragraph xix) no revision necessary