



st. John's C.E. Primary Academy  
Special Educational Needs Policy

This document is a statement of aims, objectives, principles and strategies associated with the provision of special educational needs at St. John's Primary Academy.

St. John's Academy has responded to the needs of these children with a policy, which has several main features:

- The early identification of children with special needs.
- The enlistment of specialist help to guide assessment and provision for individual children.
- The flexibility of organisation in order to accommodate particular groups of children with similar needs wherever the need arises.
- An awareness of the changing needs of children and a willingness to assess their needs at any time during their school life.
- Our school recognises that children with special needs require the greatest possible access to a broad and balanced education, including the National Curriculum. The children will benefit from our aim to integrate fully. Only when the need dictates will children be withdrawn from the classroom.
- The knowledge, views and experiences of parents are vital and we encourage the greatest possible degree of partnership between parents and the school in order to secure effective assessment and provision.

**Definition of Special Needs**

Children have special educational needs if they have a **learning difficulty**, which calls for **special educational provision** to be made for them.

Children who have a *learning difficulty*: -

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability, which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of 2 or over, educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special school, in the area.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

### **Aims of the School's SEND Policy**

- To provide equality of opportunity in learning for all pupils.
- To provide access to a broad and balanced curriculum including the National Curriculum.
- To foster self-esteem and enjoyment in education.
- To recognise and praise success, while offering support in areas of greatest weakness, fostering a positive self-image.
- To consult with parents and pupils about the needs of pupils with SEND and to work in partnership with them to address those needs.

### **Measures to Ensure Access to a Broad and Balanced Curriculum Including the National Curriculum**

A range of measures will be employed, including as appropriate a differentiated approach to the curriculum within the classroom, school-based individual needs plans, intervention groups and small group work led by teaching assistants.

### **Objectives of the School's SEND Policy**

The school will endeavour:

- To provide a framework of appropriate screening or assessment tools which will enable staff to identify as early as possible all children with special educational needs
- To develop consistent criteria to assess pupils performance, identifying strengths as well as weaknesses, so that the rate of progress can be monitored
- To provide and deliver appropriate programmes of study, including individual learning programmes where necessary. The school will provide differentiated work where necessary in order to access a broad and balanced curriculum.
- To employ clear procedures which will enable the staff to monitor progress and to use agreed proformas for recording work with pupils with SENs
- To ensure that the staff recognise that there is a continuum of needs and a continuum of provision and support, and that a structure is provided by means of which outside agencies can be called upon at the appropriate stage

- To ensure that all staff, teaching and non-teaching, are aware of the needs and provision for those pupils with SEND with whom they come into contact
- To establish procedures which enable staff to liaise with parents on a formal and non formal basis

### **Co-ordinating Educational Provision for SEND**

At St. John's the Governing Body, the Principal, the SENCO and all other members of staff have input and responsibilities for pupils with SENDs.

### **The Governing Body**

Governing bodies have a responsibility to:-

- Do their best to ensure that the necessary provision is made.
- Ensure that the needs of pupils with SEND are made known to those who teach them.
- Ensure that all teachers are aware of the importance of identifying and providing for the needs of SEND pupils.
- Consult the LEA where appropriate and governing bodies of other schools, in the interests of co-ordinated SEND provision in the area as a whole.
- Ensure that, as far as practicable, SEND pupils are integrated into school activities.
- Report annually to parents on the school's policy for pupils with SEND.

A governor will be identified to act as a link governor for Special Needs.

### **The Principal**

The Principal has responsibility for the day to day management of all aspects of the school's work, including provision for pupils with SEND. They will keep the governing body fully informed. At the same time they will work closely with the SENCO.

### **The Special Educational Needs Co-ordinator (SENCO)**

While the governing body and the Principal have overall responsibility for the school's SEND policy, the SENCO is responsible for the day to day operation of the policy by:-

- Liaising with and advising fellow staff, both teaching and non-teaching
- Co-ordinating provision for children with SEND's
- Maintaining the schools SEND register and overseeing the records on all pupils with SENDs
- Liaising with parents of pupils with SENDs
- Organising and contributing to the in-service training of all staff where appropriate
- Liaising with external agencies when appropriate, including the LEA's support, educational psychology services, health and social services and voluntary bodies.

### **Class Teachers**

The child's class teacher will:-

- Gather information about the child and make initial assessment of the child's needs
- Consult with the child and the child's parents.
- Consult with external agencies where appropriate.

- Consult with the SENCO, including the child on the SEND register.
- Provide special help through increased differentiation within the normal classroom context.
- Monitor and review the child's progress.

### **Admission Arrangements**

The school will endeavour to meet the wishes of parents in admitting their children to statutory education, but can only make provision for pupils with SENDs within the resources available to the school, including this as part of a statutory EHCP - Educational Health Care Plan of SEND. St John's School has provision, which includes disabled toilets and wheel chair access.

### **The Allocation of Resources**

Provision for the resourcing of Special Educational Needs is made within the annual budget and in the school development plan. The resource allocation is reviewed annually. It will cover a range of areas:-

- Release time for classroom staff and SENCO.
- Employment of SEND support staff including welfare and ancillary staff.
- Purchase of resources.
- Additional support provided by LEA (through EHCP - Educational Health Care Plan) and outside agencies, namely SENSS.

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's principal, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

### **Provision**

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties

- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their language or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for EHCP - Educational Health Care Plan, they should provide the LEA with a record of their work with the child including the arrangements they have already made.

### **Monitoring children's progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

### **Expression of a Concern**

At this stage a teacher may express concern about a child and begin to gather information. The child may be given support through intervention groups or individual work.

## **SEN Support**

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called **SEN Support**.

The triggers for intervention through **SEN Support** will be underpinned by evidence, about a child who despite receiving differentiated learning opportunities in the classroom and intervention groups makes

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

## **External Agencies**

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's INP (Individual Needs Plan). External support services, will usually see the child so that they can advise teachers on new INPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for involving external services will be that, despite receiving individualised support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and

which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting INP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the INP continues to be the responsibility of the class teacher.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

### **School-based Individual Needs Plans (INP)**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (INP). The INP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when INP is reviewed).

The INP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The INP will be reviewed at least three times a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets. Provision to enable the child to make progress may be provided through classroom differentiation or through the small group or one to one teaching.

### **School request for an Educational Health Care Plan (EHCP)**

Where a request for an Educational Health Care Plan is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *SEN Support*. This information may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum attainments in literacy and mathematics

- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

### **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an EHCP - Educational Health Care Plan. An EHCP - Educational Health Care Plan will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with EHCP - Educational Health Care Plans will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the EHCP - Educational Health Care Plan. These targets will be set out in an INP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the INP will continue to be the responsibility of the class teacher.

### **Annual review of a EHCP - Educational Health Care Plan**

All EHCP - Educational Health Care Plans must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP - Educational Health Care Plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with EHCP - Educational Health Care Plans, to allow the receiving school to plan an appropriate INP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

*In order to accommodate the individual's particular learning style, lessons will be planned, wherever possible, in a **multi-sensory** way so that the various activities will cater for all students in the spirit of **inclusion**.*

*There will also be some consideration of how to record lesson outcomes so that the student/pupil is offered a variety of methods and is not inhibited by any specific difficulty.*

<p>This policy was presented to and approved by the Governing Body on 14 November 2018. It will be reviewed in summer 2019.</p>
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Signed / date: Chair of LAC \_\_\_\_\_

Signed /date: Principal \_\_\_\_\_