



St John's CofE Primary School

SEND Policy and Information Report St John's C of E Primary School

Approved by: AGC

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St John's C of E Primary School, we recognise that some children have special educational needs, and will require support and interventions additional to and different from those of the majority of pupils, in order to realise their full potential and gain equal access to the curriculum.

We aim to:

- create and sustain a learning environment that encourages all children to feel included, to aspire, and to achieve;
- support each child to have a positive experience of school, to actively engage in their own self-development, and to achieve their full potential;
- ensure that the special educational needs of children are identified as early as possible;
- provide a comprehensive, up-to-date network of interventions to cater for all children's identified special educational needs, additional to and different from class-based differentiation.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs Laura Chard.

Contact: 0117 986 3824 enquiries@stjohnsprimaryschool.org.uk

They will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. All class teachers will also complete an "Initial Cause for Concern" document and this will inform discussions with the SENCO to determine whether a pupil needs to be added to the school SEN register. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on Provision Map and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Each pupil on the SEN register will have their own individual support plan. This is reviewed three times a year with the class teacher, parents and SENCO where appropriate. All support plans and provision is recorded on Provision Map and parents have access to this.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this process.

Induction for all Early Years children takes place in Term 6, and usually this includes Stay and Play and Story times, and an induction meeting for parents. Reception teachers also visit pre-

school settings to observe SEND children and discuss their early years progress with pre-school staff. If your child joins the school in Reception, there may be transition funding available for children with high needs to support your child to settle into school. For pupils with SEND, additional visits and transition support can be arranged.

For children transferring at the end of Y6, additional transition visits to the secondary school are arranged for pupils with SEND, and additional meetings between parents and SENCOs are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible. In some cases, additional meetings will be arranged in advance in the form of a Team Around the Child (TAC) or a Team Around the Family (TAF). If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process. For pupils who find yearly and/or mid-year transition challenging, we provide extra support as appropriate to their needs. Parents will be fully involved and we value their input at all points in this process.

5.6 Our approach to teaching pupils with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching includes scaffolding, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum. In any given class, teachers will support learning at different levels and different rates. Our curriculum is tailored to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to meet individual needs e.g. providing a workstation or a visual timetable.

Where a child has been identified with SEND, their work will often be scaffolded by the class teacher to enable them to access the curriculum more easily. For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team. This may lead to the assessment or support of, for example a disability nurse or an occupational therapist. Where appropriate, homework tasks may be adapted to suit the needs of individual children. Our twice-yearly Parent Consultation meetings also provide opportunities for parents/carers to discuss the curriculum with the class teacher.

We will also provide the following interventions:

- Cognition and Learning, including Read Write Inc, NELI, Fresh Start, Learning Legends and touch typing.

- Pastoral, including anxiety and anger management, emotion regulation, understanding diagnosis and nurture groups.
- Transition support, including class, school changes and within day timetable.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, and scaffolding.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and breaking work into manageable steps.

Please see our school's accessibility policy and plan for more information on how we ensure all disabled pupils can participate in the curriculum. At St Johns C of E Primary School we have high expectations for all pupils and a commitment to pupils' full participation in school activities and community. Our Accessibility Plan is driven by the principles of equal opportunity as outlined in the Equality Act 2010. The 2010 Act replicates the need for schools to carry out accessibility planning for disabled pupils as required in previous Disability Discrimination legislation. Please find our accessibility plan here;

[Accessibility plan](#)

5.8 Additional support for learning

All children have individual needs. Children in school with SEN will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:

- Other staff in the school. We have a number of teaching assistants who are trained to deliver interventions such as Read Write Inc, Fresh Start and NELI.
- Staff who will visit the school from the Local Authority central services such as the Specialist Autism Support Service or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service
- An assessment by an Educational Psychologist or other specialists

- Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills (usually run by the teacher or a Teaching Assistant)
- Providing special equipment/resources as required to support your child's learning and development. When a concern is raised that your child has SEN then we will use a process of assess-plan-do-review to decide if they are not making the same progress as other children. From this, we may involve outside professionals for advice. You will be informed of both the teacher's assess-plan-do-review and whether we feel that contacting outside agencies would be beneficial. The class teacher (sometimes with the SENCO) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENCO. For some of our pupils with more complex needs for whom we have Support Plans, reviews of a child's progress towards their targets are held three times a year. You will be invited to discuss your child's progress at these review points. If a specialist professional works with your child, there may be recommendations that are made, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set targets which will include their specific professional expertise
 - Your child's involvement in a group run by school staff under the guidance of the outside professional
e.g. a social skills group or occupational therapy programme
 - A group or individual work with outside professional

5.9 Expertise and training of staff

Our SENCO has worked in mainstream and special schools and most recently for the Specialist Autism Support Service. They are allocated three days a week to manage SEN provision. The SENCO's job is also to support class teachers in planning for children with SEN and provide in-house training where possible and necessary. This may include whole school training on SEN issues or to support identified groups of learners in school, such as those with ASD, Dyslexia, ADHD. Outside professionals may also deliver whole school training to disseminate knowledge, strategies and experience and to ensure consistency of the school's approach for children with an SEN. Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Mental Health Support Team and Speech and Language Service. We also have a team of teaching assistants, including

higher level teaching assistant (HLTAs) who are trained to deliver SEN provision. We use specialist staff for Read Write Inc, Beat Dyslexia and Fresh Start.

5.10 Securing equipment and facilities

The school budget includes money for supporting children with SEN. The Head Teacher and Senior Leadership Team, in conjunction with the school's finance officer, decide on the allocation of the total budget for Special Educational Needs, on the basis of the needs of the children currently in the school. The Head Teacher and the Senior Leadership Team discuss all the information they have about SEN in the school, including the children allocated extra support already, the children needing extra support and the children who have been identified as not making as much progress as would be expected. They decide what resources, training and support is needed. SEND funding is usually allocated to employ staff and outside specialists (e.g. speech & language support, educational psychologists) and to buy resources and equipment. All resources, training and support are reviewed regularly and changes made as needed within the resources that the school has. Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school will apply for a statutory assessment of the child, which may lead to additional support being provided by the LA. Parents can also request that the LA carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this either from the school or from the LA by contacting the Bath and NE Somerset SEND Partnership Service. <http://www.bathnes.gov.uk/services/schools-colleges-andlearning/supportparents/carers/educational/SEND-Partnership-Service2>.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing Support Plans three times a year
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using Provision Map to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We ensure that there are no barriers to pupils with SEND enjoying the same activities as other pupils in our school. All of our extra-curricular activities and school visits are available to all our

children, including our before and after school clubs. All pupils are encouraged to go on our residential trips, sports days, school plays and workshops. No pupil is ever excluded from taking part in these activities because of their SEND or disability. Financial assistance may be available via the school's Pupil Premium allocation or other sources to ensure access to all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service. For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an appropriate additional adult may be asked to accompany a child during the activity. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The Special Educational Needs Code of Practice requires that AGCs admit any children with a Statement of Special Educational Need or an EHCP naming St John's Church of England Primary School, before it will consider any other applications. Following the admission of any children with a Statement of Special Educational Need or an EHCP, the AGC will consider all other applications received by the closing date. Where there are fewer applications than places available within the Academy's Published Admission Number, the AGC will admit those children. Where there are more applications received than there are places available within the required year group, the AGC will consider all on time applications against three criteria as outlined in the school's admissions criteria policy;

[Admissions policy](#)

Our school's accessibility plans outlines how we deliver the following aims;

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, including facilities we provide to help disabled pupils access our school.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. St Johns C of E Primary School plans, over time, to ensure the accessibility of provision for all pupils, parents, carers, staff and visitors to the school and to ensure that we reduce and eliminate barriers to

accessing the curriculum and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Please see our school's accessibility plan;

[Accessibility plan](#)

5.13 Support for improving emotional and social development

The school offers a wide range of pastoral support for children who are encountering emotional and social difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher or the SENCO, small group support (e.g. a nurture group or a friendship group), 1:1 intervention or may include a specific resource to support the child. Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or the Mental Health Support Team. For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family. We have a zero tolerance approach to bullying.

Pupils with SEN are also encouraged to be part of the school and Eco council and take part in extra-curricular clubs to promote teamwork and building friendships.

5.14 Working with other agencies

We have access to a very wide range of specialist services as follows: Autistic Spectrum Disorders Support (based at Fossey School) www.fosseywayschool.co.uk/for-parents/coursestraining-for-parents/

Childhood and Adolescent Mental Health Service

www.oxfordhealth.nhs.uk/childrenandyoungpeople/youngpeople/south-west/banes/banes-community-camhs/

Educational Psychologists – we have a Service Level Agreement for Educational Psychology Services with Brighter Futures. This service is accessed via referral from the SENCO.

Paediatric Health services - <http://bathneshealthandcare.nhs.uk/childrens/community-paediatric-service/>

Occupational Therapists - <http://wiltshirechildrensservices.co.uk/occupational-therapy/>

School Nursing Team - <http://bathneshealthandcare.nhs.uk/childrens/school-nursing/>

Children and Families Duty and Assessment Team www.bathnes.gov.uk/services/children-youngpeopleandfamilies/child-protection

Speech and Language Inclusion Partnership

<http://bathneshealthandcare.nhs.uk/childrens/speechandlanguage/therapy/>

Vision Support <https://sensorysupportservice.org.uk/>

Hearing Support <https://sensorysupportservice.org.uk/>

Keynsham Children's Centre www.bathnes.gov.uk/services/children-young-people-and-families/childrenscentres

SEND Partnership Service: <http://www.bathnes.gov.uk/services/schools-colleges-and-learning/supportparents/carers/educational/SEND-Partnership-Service2>

Charities e.g. Mencap, National Autistic Society, Diabetes UK, Epilepsy Action

5.15 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the Class Teacher in the first instance.

They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

SEND Partnership Service: <http://www.bathnes.gov.uk/services/schools-colleges-and-learning/supportparents/carers/educational/SEND-Partnership-Service2>

5.16 Contact details for raising concerns

If you wish to discuss any aspect of your child's education, please contact:

- a) Your child's class teacher
- b) The SENCO – Mrs Laura Chard
- c) The Head Teacher - Mrs Julia Bamfield
- d) The SEND governor – Mr Jonathan Medlin

5.16 The local authority local offer

All Futura Learning Partnership schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by Futura learning Partnership to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. The Local Authority support the school to meet the needs of pupils with a statement of Special Educational Needs as part of their Education, Health and Care Plan.

Our local authority's local offer is published here: www.rainbowresource.org.uk

Our school's local offer is published on our school website here:

[Local offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admission Arrangements
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- St John's Local Offer