



Respect, Courage, Compassion, Friendship, Trust, Perseverance

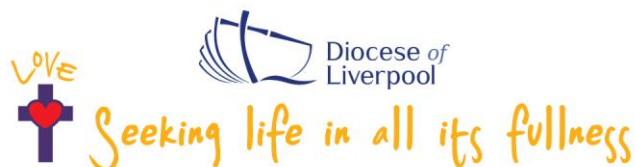
Head Teacher:
Mrs C. McManus

SEN

POLICY

Approved: Full Governing Body
(Nov 2022)

Next review due by: SEPTEMBER 2025



Our School Vision Statement

St. John's Church of England Primary School has a Christian vision for education rooted in wisdom, hope, community and dignity. It is a community where all are welcome and nurtured in a spirit of Christian love, compassion and encouragement.

It is a place which enables everyone in the school community to develop and experience life in all its fullness and realise true potential through an excellent, broad and creative education. Christian hope, aspiration and building resilience for the future are central to the learning experience.

The school's vision is rooted in Christian love which is the foundation of our Christian values:

- Friendship
- Courage
- Trust
- Respect
- Compassion
- Perseverance

School aims:

- To provide a caring, safe and happy environment where the whole school community can flourish knowing that they are unique and special in the eyes of God
- To build confidence and self-esteem to enable children to develop resilience and become successful, independent life-long learners
- To enable all children to achieve their full potential
- To develop the teamwork and leadership skills and qualities in all our children so that they can be responsible citizens of the future
- To be fully committed to equality of opportunity
- To create a stimulating environment in which Christian attitudes of positive relationships, mutual respect, responsibility, forgiveness and understanding are fostered at all times
- To foster strong links between communities: home, school, church, the local community, the diocese and, internationally as *Global Neighbours*.
- To enable staff to develop their own talents and expertise so that they too can thrive
- To promote high standards and expectations of behaviour towards one another, as Jesus said, 'Love your neighbour as yourself' Luke10:27
- To be committed to providing opportunities for spiritual growth through RE and collective worship as well as a wealth of stimulating experiences and extra-curricular activities
- To promote children's cultural experiences and opportunities to help develop a positive understanding of their place in a diverse world.

1.Aims

Our SEN policy 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 SEN

At St. John's, we strive to seek 'life in all its fullness' for everyone and help all children reach their full potential. We ensure the needs of pupils are met through our quality first teaching. At St. John's, all children have equal access to teaching and learning; teaching is fully inclusive. Educational inclusion at St. John's ensures equal opportunities for all learners, whatever their age, race, gender, religion, impairment, attainment, and background. We plan for continuity and progression, and recognise the entitlement of all pupils to a broad and balanced curriculum. St John's strives for the best outcomes for all pupils regardless of any special educational needs or disabilities.

This policy describes the way we meet the needs of our pupils who experience barriers to their learning, which relate to the four broad areas of need identified in the Code of Practice 2014:

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

It also ensures that curriculum planning and assessment for pupils with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by pupils.

Our overall aim is that through reasonable adjustments and within budgetary constraints, we enable all pupils to have full access to all elements of the school curriculum.

Our aim is achieved by:

- Encouraging a positive ethos in school among staff and pupils towards SEN.
- Creating an environment that meets the special educational needs and disabilities of each pupil in order that they can achieve their learning potential. Ensuring that they can engage in activities alongside pupils who do not have special educational needs.
- Ensuring a high level of staff expertise to meet the pupils' needs through well- targeted and continuous professional development.
- Making sure that those pupils with medical needs and conditions have full inclusion in school activities.
- Identifying the roles and responsibilities of all staff in providing for pupils' special educational needs.
- Requesting, monitoring, and responding to parents/carers and pupils' views to evidence high levels of confidence, cooperation and partnership and make clear the expectations of all partners.
- Working in cooperation with the Local Education Authority and other outside agencies to ensure a multi-professional approach to meeting the needs of all vulnerable pupils.
- Ensuring equality of opportunity for pupils with special educational needs.
- Acknowledging each member of staff's responsibility to consider the accessibility and relevance of the curriculum for all pupils and continually monitor the progress of all pupils, identify needs, and provide intervention as early as possible.

- Providing access to the curriculum through planning teaching adaptations by class teachers and support staff, except where disapplication arising from an EHCP occurs.
- Providing opportunities for class teachers to discuss pupils with special educational needs and disabilities with the Special Educational Needs Co-ordinator (SENCo).
- Ensuring that resources are available to all staff and pupils and are regularly reviewed and updated.

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 SEN 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 (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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 Special Educational Needs Coordinator (SENCo)

The SENCo is Mrs. Francis

They will:

- Work with the headteacher 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 SEN governor

The SEN 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 SEN 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 within the school
- Have overall responsibility for the provision and progress of learners with SEN 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. Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Most pupils who join our Reception class have already received pre-school educational provision where any particular individual needs may already have been assessed. All pupils are assessed through our normal processes when they enter our school, so that we can build upon their prior learning and any special provision already made for them.

At St. John's CE Primary School, we follow a graduated response to SEN provision as outlined in The SEN Code of Practice (2014).

The Graduated Approach to SEN

As part of the Sefton Agreement, St. John's C.E. Primary School will provide Quality First Teaching to all children. We will ensure that all children, regardless of need, will access good quality inclusive teaching and make reasonable adjustments to accommodate learning differences.

All teachers are responsible for every child in their care, including those with special educational needs and disabilities.

Assess

All children's progress is monitored and assessed across school; all staff meet with senior teachers for pupil progress meetings and children requiring additional support are identified and ways forward planned. This process means that some children who do not have a special educational need or disability may access intervention activities for short periods to support their learning.

When a class teacher or parent raises a concern, information is gathered from a variety of sources (teacher, pupil, parent, outside agencies). This includes utilising the teacher's assessment and experience of the child and their previous progress and attainment as well as comparing the individual's development in relation to that of their peers.

If our assessments indicate or confirm that a pupil has a significant longer term learning difficulty, we continue to use strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. These pupils will usually be included on our SEND Register at the SEN Support stage, and parents will be made fully aware of this designation and the outcomes of our assessments.

Plan

After gathering information, if required, a support plan will be put together to outline the methods that will be used to achieve specific outcomes and short-term targets are agreed.

The pupil's class teacher will offer reasonable adjustments and/or interventions that are different from or additional to those provided as part of the school's usual working practices. The SENCo will oversee the planning and provision for the pupil, and take the lead in further assessments of their needs if necessary.

If external agencies are involved, their advice and recommendations are included in the support plan. Any agreed actions take into account child's strengths as well as their learning differences. In some cases, additional resources will be allocated.

Do

All SEN support plans are working documents and if needed adjustments will be made to the plan to determine success. The class teacher is responsible for the implementation of the support plan, and accountable for the outcomes. Advice should be sought from the SENCo if the teacher or parent feels that the plan is not working, for whatever reason.

Review

All SEN support plans are reviewed termly. In this review all targets will be evaluated and the views of the child and parent will be recorded. A new plan will then be devised, if required, with next steps outlined. Where it is agreed that a child has made sufficient progress, the support plan will cease and the child will be closely monitored through normal monitoring procedures. For children with more complex needs, termly review meetings will be held with the class teacher, SENCo and any external agencies. Sometimes it may be appropriate for the child to attend review meetings. Their views are highly valuable in ensuring that the support is tailored correctly.

If a pupil is identified as not making sufficient progress over time, with interventions in place and appropriate resources being used to support the pupil, a request will be made for assessment or specialist support from external agencies. These services come from Sefton's Inclusion team. This could be literacy or numeracy based, cognitive understanding or behaviour support. Parental permission is always sought before requesting this involvement. This may lead to additional strategies or strategies that are

different from those that we have been using at school. External support services will provide information which will be included on the SEN Support plan if appropriate.

If a pupil continues to demonstrate significant cause for concern, involvement from an Educational Psychologist would be requested. Recommendations and further strategies would then be put into place in class.

High Needs Top-up Funding (HNF)

Where a child has continuing significant difficulties following intervention, school may need to seek extra resources from external agencies. The school is obliged to pay the first £6000 of any resource that a child with SEN(D) may need. An application for High Needs Top-up funding may be made if the cost of support exceeds the £6,000 threshold.

Education Health Care Assessment

If a child is still not making progress despite the school having taken relevant and purposeful action over time, then parents or school can make an application to the local authority for an Education Health Care Assessment. Education Health Care Plans (EHCP) are designed to cater for the needs of children who have lifelong and complex needs. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream schools. The views of pupils and parents will be taken into account at all stages.

6. Partnership with parents/carers

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. St. John's School believes in good partnership with parents. Parents of children with special educational needs are invited for a parental consultation meeting three times a year to review their child's progress, needs and future provision.

The St. John's CE Primary School's SEN Information Report (SIR) is available on the school's website (<https://www.stjohnscephprimarywaterloo.co.uk/send/>). It is updated and published annually to outline the school's provision for pupils with SEND and how the school will implement the SEND policy. It provides key SEN information as set out in the Special Educational Needs and Disability Regulations 2015.

7. Allocation of Resources

The SENCO is responsible for the operational management of any special needs resources that are needed within the school, including the provision for pupils with an Education Health Care Plan (EHC). The Head Teacher will inform the governing body of how the funding allocated to support special educational needs is to be used.

The Head Teacher and the SENCo will meet to discuss how to use funds directly related to Education Health Care Plans or for pupils in receipt of High Needs Funding.

The allocation of resources is based upon the following principles:

- To enable pupils with Special Educational Needs and Disabilities to experience success and achievement and to reach their full potential.
- To make the most efficient use of resources.
- All pupils with HNF, and EHCPs will be allocated with the resources to meet their objectives with the funding provided.

- Pupils experiencing difficulties will be supported within their classroom by their class teacher. They may be supported within a group or on a one-to-one basis depending on their need.
- Pupils may occasionally be withdrawn from the classroom to receive specialist support.
- Additional support is also provided by the Educational Psychologist, the Speech and Language Therapy team, the Visual Impairment Team, Occupational Therapy, Physiotherapy, the School Nurse and the Primary Mental Health Team.

8. Accessibility Plan

St. John's CE Primary School's accessibility plan sets at the school's plan for:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils

The accessibility plan is reviewed at least every three years and can be found on the school's website: <https://www.stjohnscephprimarywaterloo.co.uk/send/>

Paper copies are available on request.

9. Expertise and training of staff

Mrs Francis, SENCo, has completed the National SENCO award. The school's SENCo regularly attends SENCo network meetings and Capital School Improvement Group (SIG) cluster meetings to keep up to date with local and national updates in SEND.

There is full allocation of funds for INSET training to keep staff up to date with current initiatives as appropriate.

10. Monitoring arrangements

This policy and information report will be reviewed by Mrs Francis **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.

11. Complaints about SEN provision

The class teacher is the first person to contact over any concern about the provision given to a pupil. Appointments can be made to discuss any concerns with the Head teacher, SENCO or Assistant Head teacher. Concerns can also be raised with the governor responsible for special needs. If it is not possible to resolve the concern then the school complaints procedure must be followed which can be found on the school website <https://www.stjohnscephprimarywaterloo.co.uk/policies/> . Alternatively, a paper copy can be provided by contacting the school office.

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

12. Links with other policies and documents

This policy links to the following documents

- Accessibility plan
- Behaviour policy
- Behaviour – Anti-Bullying policy
- Equality information and objectives
- Supporting pupils with medical conditions policy