



## **SEND Policy 2017**

Reviewed at Raising Standards Committee November 2017

The Special Education Needs and/or Disabilities (SEND) policy was created by the SENCo in liaison with the senior management team, SEND governor, all staff and parents of pupils with SEND. It reflects the SEND Code of Practice 2015 (C of P).

The SENCo is contactable on 01329 833141 or [mel.loveman@stjohnthebaptistprimary.co.uk](mailto:mel.loveman@stjohnthebaptistprimary.co.uk) and is part of the senior leadership team.

Every teacher is a teacher of every child including those with SEND.

At St John the Baptist Primary School we aim to raise the aspirations of and expectations for all children with SEND. We focus on outcomes for children and not just hours of support.

### **Aims**

- To be an inclusive school that respects diversity and makes reasonable adjustments to ensure disabled children and those with medical conditions are not at a substantial disadvantage.
- To encourage pupil and parental involvement in assessment and support for SEND.
- To identify pupils with SEND, provide for and review their needs.
- To ensure access for pupils with SEND to high quality teaching within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential.
- To ensure all pupils with SEND feel valued and develop their behaviours for learning.
- To foster close co-operation between all agencies concerned for a multi-disciplinary approach.
- To provide consultation between preschools and any other schools regarding transition arrangements.
- To operate a whole pupil, whole school approach to the management and provision of support for SEND.

### **Objectives**

- To identify and provide for children who have SEND and additional needs
- To work within the guidance provided in the SEND Code of Practice 2015
- To provide a SENCo who will work within Hampshire Inclusion ideals
- To provide support and advice for all staff working with children with SEND

### **Identifying SEND**

Throughout the school we continually monitor and assess the progress of all our children. High quality teaching is provided for all children by their class teacher. This is the first step in responding to children who have / may have SEND. The school regularly reviews the quality of teaching for all children through lesson observations, book scrutinies and pupil conferencing. We

track the progress of children at regular pupil progress meetings and where progress is not being made, steps and interventions are put in place to support areas of need. Initially, the class teacher will monitor the child carefully and adjust lesson plans accordingly, ensuring high quality differentiation. However, if progress is still not being made staff work together with the SENCo to put in place appropriate support and provision. The C of P clearly indicates what is considered special educational needs, 'Pupils have special educational needs if they have any difficulty in accessing education and if they need any special education provision to be made for them that is additional to or different from what is normally available for other pupils.' Once a child has been assessed as having special educational needs they will be placed on the special educational needs and/or disability register. Parents will be informed by the class teacher, when a child is put on the SEND register.

After being placed on the SEND register, the graduated approach of assess, plan, do and review will be used to ensure that appropriate and effective interventions are put in place. The child's needs are firstly assessed, a plan of action is decided upon, the intervention/action is carried out and this is in turn reviewed. It may be necessary to ask for the advice of outside agencies.

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families.

These include:

- Educational Psychologist (EP)
- Therapists including Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Advisors including Hearing Impairment, Visual Impairment and Physical Disability
- Primary Behaviour Service
- Health Services including school nurse and Child and Adolescent Mental Health Service
- Social Care
- Outreach Services

We seek support from outside agencies for staff and families if it is needed. Parents will be consulted before such advice / support is sought. Programmes suggested will be carried out or advice given will be acted upon.

If a child has a complex SEND, a SEN support Agreement, an Inclusion Partnership Agreement (IPA), an Education, Health and Care Plan may be put in place, which means a formal meeting will be held annually to discuss progress and a report will be written.

The social and emotional wellbeing of our pupils is valued and we have worked to develop and maintain a strong community ethos. Personal, Health and Social Education (PSHE) provides the opportunity for children to discuss issues such as low self-esteem, positive relationships and teamwork. We have a trained Emotional Literacy Support Assistant (ELSA) who can offer additional support. Where necessary, specific plans may be put in place to support a child's well-being: parents will be consulted.

## **Managing needs of children on SEND register**

Targets will be set to support the child to 'close the gaps' in their learning as fast as possible. The targets set are SMART (specific, measureable, achievable, realistic and time scaled) and aim to be achieved by the time the target is reviewed. If a child has not fully achieved a target, the reasons for this will be discussed between class teacher, SENCo and parents, then the target may be adjusted into smaller steps or a different approach may be adopted to ensure the child makes progress.

## **Process for exiting the SEND register**

If a child makes good progress and is no longer working at a level substantially below that of their peers or his/her needs change a decision may be made to take a child off the SEND register. The class teacher, supported by the SENCo, will discuss with the parents and child, if appropriate, the reason for making this decision.

## **Supporting children and families**

We have an open door policy for all parents who are welcome to come in or phone regarding any concerns. We will endeavour to speak to parents as soon as possible, teaching commitments permitting. Further information regarding how the school supports children and their families, including contacting external agencies that can provide advice and support, can be found in the SEND Information Report in the parents section of the school website. There is a direct link from the school website to the Local Authority 'Local Offer'.

Children with SEND may need arrangements to access tests and assessments. We will check with guidelines and provide arrangements such as more frequent breaks, a quiet room etc. as required. The Class Teacher / Year group leader is responsible for these arrangements.

Our admissions policy takes account of all relevant legislation including that on disability, together with all relevant regulations and the School Admissions Code (published by DfE in 2012). For the normal admissions round, all on time preferences will be considered in accordance with the admissions criteria. If the school is oversubscribed places will be offered in priority according to the admissions criteria. Looked after children or children who were previously looked after will rank first in priority. Children or families who have a serious medical, physical or psychological condition which makes it essential that the child attends our school are ranked second in priority. The school will admit any child whose final statement of SEN / EHCP names the school.

The Admissions Policy is available on the school website.

Class teachers and the SENCo liaise with pre-schools regarding any needs or provision for children starting school. Details concerning any children with statements, Education Health and Care Plans (EHCP's) or Inclusion Partnership Agreements (IPA's) will be passed to relevant staff or the whole school as required.

SENCo and class teachers also liaise with the SENCo at Swanmore College, any other primary or secondary schools or special units to discuss the needs and provision for any child transferring to them. The Inclusion Manager of the secondary school will be invited to the Year 5 annual review of any child with a statement, EHCP or IPA in order to facilitate additional visits if required.

The Head Teacher and SENCo also liaise with other schools in the Swanmore pyramid to share resources and expertise and to provide mutual support.

## **Supporting children with medical conditions**

For more information the Supporting Children with Medical Conditions Policy is on the school website.

## **Monitoring and evaluation of SEND**

We regularly and carefully monitor and evaluate the quality of provision we offer to all children. We take into account the views of parents, children and all staff. We look at children's needs, progress made and access to the curriculum. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

## **Training and resources**

SEND provision is funded mainly from the school budget. However some children with more significant needs receive additional funding and may have a statement, an EHCP or an IPA.

The training needs of staff are reviewed according to their experience and the needs of children with SEND currently in school or due to attend. If we know a child has a particular need that we have little or no experience of we will seek training, support and advice prior to their start. We also contact outside agencies for training needs as and when required.

All teachers and support staff undertake induction on taking up the post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The SENCo regularly attends the local pyramid Inclusion Manager circle meetings and SEND briefing sessions to keep up to date with local and national updates in SEND.

## **Roles and responsibilities**

The SENCo's key responsibilities include:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant designated teacher where a looked after pupil has SEND
- Advising on a graduated approach to providing SEND support
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools and external agencies
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEND up to date
- Providing professional guidance to colleagues
- The SENCo will work alongside and support the Class Teacher

The Class Teachers responsibilities include:

- High quality teaching, differentiated for individual pupils, as the first step in responding to SEND
- Analysing the child's needs and working with a child with SEND daily, retaining this responsibility even when the child is following group or one-to-one interventions away from the classroom

- Working closely with any support or specialist staff to plan and assessing the impact on interventions and how they link to classroom teaching.
- Notifying the parents that their child has a SEND
- Revising the support in light of the child's progress and development, deciding on any changes to support and outcomes in consultation with the parent and child
- Leading the termly meeting to review progress and enabling parents/carers to share their concerns and agree their aspirations for the child

Learning Support Assistants (LSA's) have a responsibility to support children with SEND by

- Attending to their personal needs
- Helping them use equipment
- Supporting individual children under the direction of the Class Teacher

The line manager for LSA's is the Headteacher

The SEND governor and the governing body have a responsibility to

- Ensure all pupils' SEND are met
- Have regard for the Code of Practice
- Ensure school's SEND policy is reviewed
- Ensure that appropriate funds and resources are allocated to SEND

The designated teachers with specific responsibility for safeguarding are the Head Teacher (Designated Safeguarding Lead) and their Deputies. The designated teacher for Children in Care is the SENCo.

The SENCo is responsible for managing the school's responsibility for meeting the medical needs of children.

### **Storing and managing information**

We store documents in line with the Data Protection Act 1998.

### **Confidentiality**

We have a clear and explicit Code of Conduct policy in school, which covers confidentiality. This ensures good practice throughout the school. The policy applies to all teaching and non-teaching staff employed by the school, visiting staff, parent helpers, work experience students and staff from external agencies e.g. school nurse. School staff need to be clear with children that unconditional confidentiality cannot be offered when there is a child protection issue as we are under a duty to inform the Designated Safeguarding Lead, or if absence, their Deputy, who may have to involve other agencies.

We have an Emotional Literacy Support Assistant in school to whom children may talk about issues that are troubling them in order to help them through their situation. Information will be shared with appropriate people such as the class teacher on a needs to know basis. This school recognises that there may be family issues which might affect a child and which a family will only disclose to us if they can be sure the information will be treated confidentially. We will respect the wishes of the family and where it is felt necessary to share the information given to us, this will be discussed with the parents first unless a child is considered to be at immediate risk and / or there is an overriding child protection issue.

## **Reviewing the policy**

The SEND policy will be reviewed annually.

## **Accessibility**

In line with the SEND and Disability Act 2000 and the Equalities Act 2010 – advice for school 2015, we have an Accessibility Policy to ensure disabled children are not treated less favourably for a reason related to their disability, to make reasonable adjustments for disabled children, so that they are not at a substantial disadvantage and to plan to increase access to education for disabled children. We have high ambitions for disabled children and expect them to participate and achieve in every aspect of school life. We will set suitable learning challenges, respond to children's diverse needs and overcome potential barriers to learning and assessment. We welcome all children irrespective of race, colour, creed or impairment. An Accessibility Action Plan is included in the policy which is updated every three years.

The Accessibility Policy and Plan are available on the school website.

## **Dealing with SEND complaints**

We endeavour to resolve any problems immediately. The first point of call is the class teacher, then the SENCo or Head Teacher.

The complaints procedure can be found on the school website.

## **Bullying**

We have zero tolerance of bullying of any child at school including vulnerable learners.

The School Bullying Policy is available on the school website.

Resilience is one of the school aims for being a successful learner. We build resilience into learning for all children.

## **Appendices**

School can be contacted on 01329 833141 or [adminoffice@st-john-pri.hants.sch.uk](mailto:adminoffice@st-john-pri.hants.sch.uk)

## **Glossary**

CoP	Code of Practice
SEND	Special educational need and/or disability
PP	Personal Plan
EHCP	Education health and care plan
IPA	Inclusion partnership agreement
IHP	Individual health plan
LSA	Learning support assistant
DSL	Designated Safeguarding Lead

Policy reviewed 8.11.16