

**ST JOHN THE BAPTIST C OF E
PRIMARY SCHOOL
FINDON**



**SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)
POLICY**

Next Review	December 2026
Responsibility	SENDCo
Category	Curriculum / Safeguarding

Revision History

Date	Version	Amendment number and text paragraph/review	Page(s)	By
15.10.2010	2.0	Review of whole policy	All	LT, CK
	2.0	Reformatting and renumbering of whole policy	All	LT, CK
02.01.2013	2.0	Review of whole policy and update of latest resources.	All	TS, CK
06.2015	2.1	Review of whole policy to bring in line with new SEN Code of Practice 2015.	All	TS,
Feb 2016	2.2	Review of whole policy to bring in line with new SEN Code of Practice 2015.	All	TS
Nov 2023	2.3	Review of whole policy to bring in line with new SEN Code of Practice 2015.	All	TS

SPECIAL EDUCATIONAL NEEDS POLICY

1.1 Introduction

This Special Educational Needs (SEN) Policy has been drawn up to ensure that the needs of every pupil are provided for in the curriculum and in all aspects of school life.

Some pupils may have a specific need, which could include learning difficulties, medical problems, physical disability, sensory impairment, or emotional behavioural problems.

Children presenting with special educational needs at any point in their school life should be given appropriate support to enable them to have the same opportunities as their peers.

This policy should be read in conjunction with the other school policies

1.2 Aims

At St John the Baptist School, we want all children to become engaged, independent learners through a trusting and co-productive partnership between school, families and supporting agencies. We are committed to offering an inclusive curriculum adapted where appropriate to ensure the best possible progress for all our pupils, whatever their needs or abilities.

The aims of this policy are:

- To ensure that staff is able to identify children who have special educational needs as soon as possible.
- To make staff aware of the need to provide support for children with special educational needs to help them achieve their potential.
- To ensure that staff working with children with special educational needs know how to get help and advice on ways of giving the support necessary.
- To ensure that reasonable provision is made for all children to be fully involved in all aspects of the life of the school and have an equal voice.
- To ensure all staff and pupils have a positive attitude to inclusion.
- To ensure that pupils identified as having special educational needs are involved in the management of their needs as much as possible
- To establish good home/school partnership for children identified as having SEN.
- To work within the guidelines of the New Special Educational needs and Disability Code of Practice 0 to 25 years 2015 (see 2. Appendix)
- SEN support should include planning and preparation for the transitions between phases of education and preparation for adult life. Preparing for adulthood from the earliest years). To support transition, the school should share information with the school, college or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process. Where a pupil is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high-quality study programme,

1.3 Objectives

All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, reflecting our school rules: Respect, Ready and Safe and our values: Respect, Honesty and Resilience.

In this policy we recognise the following articles from the UN convention on the Rights of the Child:

Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community, Governments must do all they can to provide support to disabled children.

The objectives of this policy are:

- To identify, as soon as possible, the child with special educational needs.
- To assess the nature of the needs and implement appropriate support for the child.
- To provide support and advice to all staff working with SEND pupils to ensure the needs of the child are met within the classroom and the wider school, by planning for their individual needs ensuring full access to the curriculum.
- To create and maintain positive self-esteem so that effective learning and social interaction may take place.
- To work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education.
- To ensure the pupil's voice is listened to enabling them to contribute to their own learning.
- Work with and in support of outside agencies in making the best provision for the child.
- To review frequently the progress of the child with special educational needs.

1.4 Admission Arrangements

1.4.1 The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND; those with Education Health and Care Plans and those without, and based on criteria as stated in the School Admission Policy.

1.4.2 When considering the admission of pupils with an EHCP of special educational needs, the Governors will give due consideration to ensure that the school can provide for the pupil's needs.

Definition of Special Educational Needs

'A pupil or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them ... if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities.' (SEND Code of Practice 2014)

A child of compulsory school age has a learning difficulty or disability if he/she

- has a significantly greater difficulty in learning than the majority of others the same age;
- has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream school

Children are not regarded as having a learning difficulty solely because their home language is not English. (EAL – English as an Additional Language.) Advice and guidance is available for parents and school staff from the EMTAS team, a service provided by the Local Authority.

Definition of Disability

The Code of Practice 2014 defines disability as:

Many children and young people who have SEND 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 activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

1.5 Identification, Graduated Approach, and Record Keeping

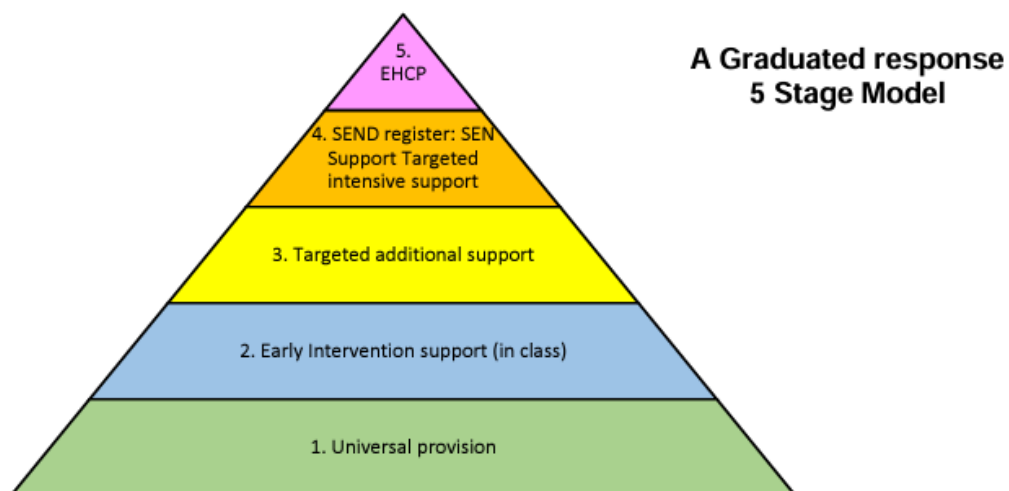
1.5.1 Identification.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key stage 2, the children are assessed against nationally set criteria to check their progress across all areas of learning. It is through this process that children who are not making progress can be highlighted.

“The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child” **(p.82 SEND Code of Practice 2014)**

Any of the following may identify a child as having special educational needs:

- The local Child Development team identified a child born with physical or severe learning difficulties before entry to school.
- A pre-school alert panel.
- All members of school staff
- A Teaching Assistant.
- The carer/parent
- An external agency (medical, social, etc.)



1.5.2 A Graduated Approach

We have a clear approach to identifying and responding to SEND. A graduated approach is adopted which recognises that there is a continuum of action and response to need. This involves Assess, Plan, Do and Review (APDR) cycles.

1.5.3 Assess

Any of the following may identify and assess a child as having special educational needs:

- Regular observation within the classroom and assessment of general work produced by the child.
- High quality and accurate formative assessment using effective tool and early assessment materials
- Class, group and individual testing.
- Recording unusual incidents or behaviour over a period of time.
- Specific and individual assessment may be appropriate by outside agencies.

1.5.4 Plan/Do

- The child's class teacher and SENDCo will work closely together to take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND. The Senior Leadership Team (SLT) and SENDCo closely monitors the quality of teaching for all pupils. Feedback is given to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND. Reference will be made to the Ordinarily Available Inclusive Practice document from West Sussex to support making decisions on what interventions or adaptations are needed to support the child.

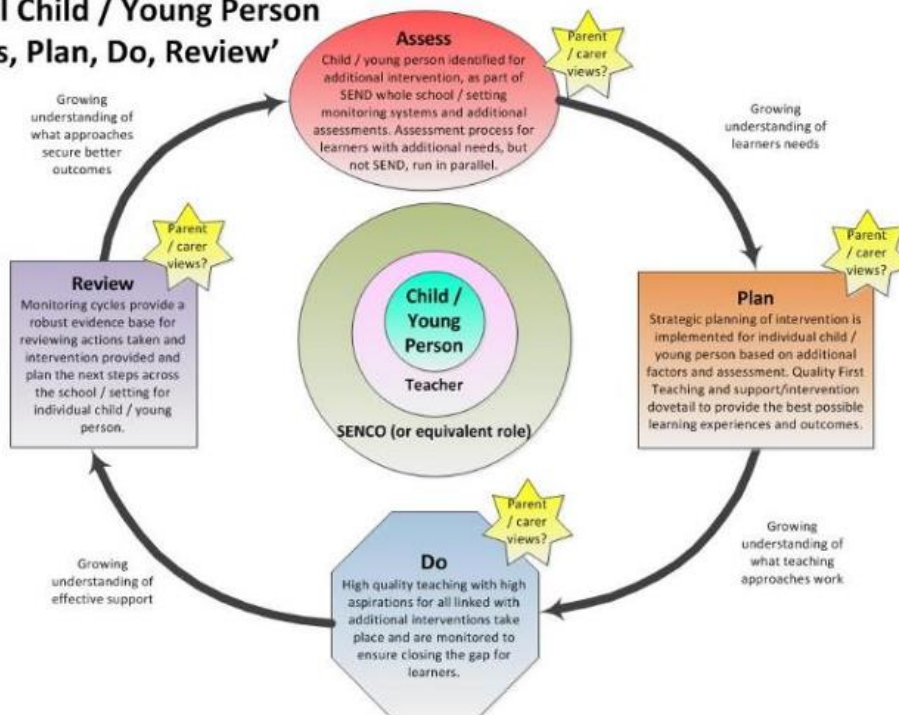
1.5.5 Review

The effectiveness of the support and its impact on the child's progress will be reviewed by the class teacher with support of the SENDCo. Evaluation of the intervention, along with parents and child's views will be considered.

- The class teacher, SENDCo and parents work together to agree any changes to the outcomes and support for the child in light of the child's progress and development.
- Parents will have clear information about the impact of the support provided and be involved in planning next steps.
- Where teachers and the SENDCo, in consultation with parents, identify a higher level of need, specialised assessments from external agencies and professionals may be sought.

The Graduated Approach is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Individual Child / Young Person 'Assess, Plan, Do, Review'



School Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and they will be added to the SEND register and the child will be deemed as a pupil requiring SEND support. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The Code of Practice does not assume that there are hard and fast categories of special educational need but recognises those children's needs and requirements fall into four broad areas;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional or Mental Health
- Sensory and/or Physical

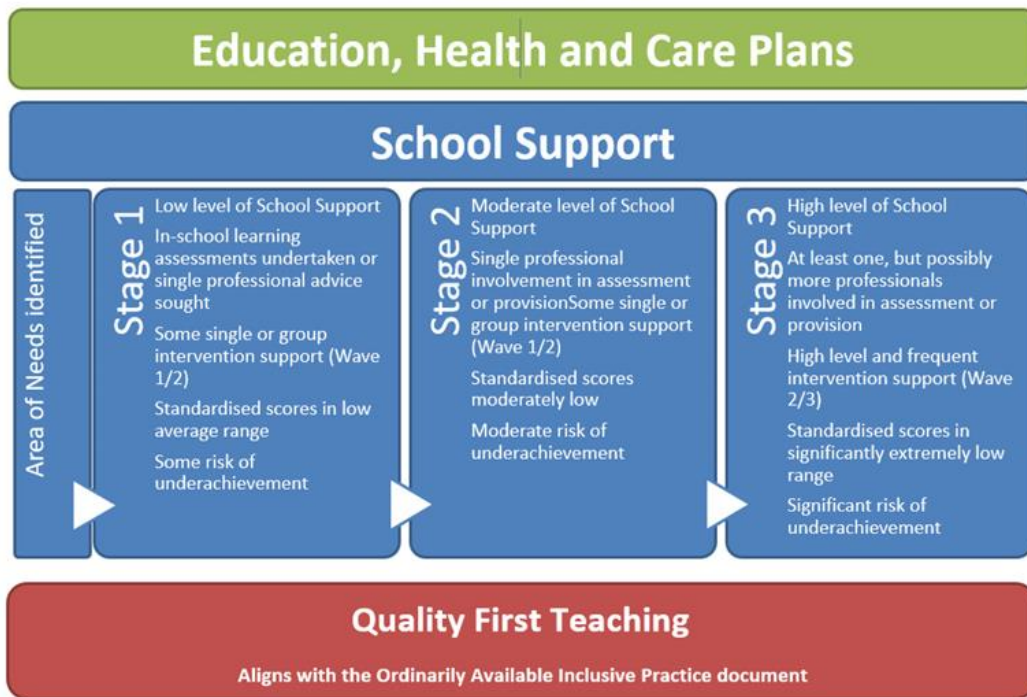
Records of children with special educational needs must be kept using Special Educational Needs files linked to the SEN Code of Practice

Individual Support Plan (ISP)

Children identified as having special educational needs are put into a single category of School Support.

ISP's are reviewed and discussed with parent/carers and the children themselves each term.

See below table to see how School Support is broken down into 3 tiered levels.



1.6 Curriculum Provision

On a daily basis SEND children remain in their class in order for them to be included in the whole life of the school. Provisions are run in the classroom by the Teaching and Learning Assistant under close monitoring from the class teacher.

Wave 1 intervention

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. In class, provision and support are deployed effectively to ensure the curriculum is differentiated where necessary.

Wave 2 intervention

However, there may be times where it is more appropriate for a child to attend an intervention away from the classroom setting. Interventions will be regularly discussed at Pupil Progress Meetings held termly between Headteacher, SENDCo and class teachers.

Wave 3 intervention

Intervention for children for whom Quality First Teaching and Wave 2 interventions are not enough, may require a more intensive programme, involving more individual support or specialist expertise.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the locality of schools. Staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.

As a result of the Assess, Plan, Do, Review process, children may be removed from the Special Needs Register. In extreme cases, a child may be recommended for an EHCP.

Education, Health and Care Plan (EHC Plan)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHC Plan will be taken as soon as this level of need is identified.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents • Teachers
- Inclusion Leaders
- Specialist Education Agencies, e.g. Educational Psychologist
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found on the West Sussex Local Offer website or by contacting the West Sussex SEND Information Advice and Support Service.

Following Statutory Assessment, an EHC Plan will be provided by West Sussex County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Annual Review

Parents of children with an Education, Health and Care Plan will be informed as far in advance as possible of the date of their child's annual review meeting. They will be informed of the agencies invited to attend the review and asked if there are any additional persons that they wish to contribute to their child's review or attend with them. This might include professionals, a family friend or a translator if English is not their first language.

Parents will be asked to complete a Parent Carer Contribution Booklet which will be circulated for discussion at the meeting. Professionals invited to the review will also submit a written report and the school will provide written advice summarising the child's progress. The child will also complete a 'Pupil Views' Poster and will attend part, or all, of the review meeting, as appropriate.

All members of staff who work with the child, including the Headteacher, will be invited to attend the review. The SENDCo will usually chair and minute the meeting. A full report of the discussions and outcomes will then be sent to the Local Authority (LA).

These procedures are set out in the West Sussex County Council (WSSCC) Handbook for Special Educational Needs.

1.7 Record Keeping

A register by the school of all children who need educational provision that is additional to or different from Quality First Teaching.

Each child on the register at the School Support and EHCP stage will have an Individual School Plan This identifies strengths, areas of concern and strategies used to support the child with their additional needs. Termly objectives and in-class support and interventions are recorded on this document.

These are small steps to help achieve more long-term outcomes and will share with parents, carers, SENDCo, class teacher, Teaching Assistant and the child

1.8 Parents as Partners

1.8.1 Parents are recognised as important partners in the education of their children. Parents' rights and associated responsibilities, as defined by Law, must be acknowledged.

1.8.2 The school must encourage parents to discuss at the earliest opportunity any concern that they have about their child, and the following must then be considered:

- Where a child is perceived as having difficulty, carers and staff are to work together to support the child.
- Carers will be invited to discuss their child's needs with the Class Teacher if their child has a "cause for concern" form or is recommended for inclusion on the Special Educational Needs Register.
- Carers must have an opportunity to discuss with the Class Teacher and/or SENCO what type of help they may expect for their child according to their need and outcomes.
- Carers must have the opportunity to discuss their child's needs with the Class Teacher, SENCO, and Head teacher at regular intervals.
- Carer's permission must be sought before an external agency is involved and the findings of external agency assessments will be discussed with parents.

Parents have responsibility for:

- Ensuring their children attend school regularly and punctually;
- Informing the school of any problems or concerns;
- Supporting school policies;
- Helping their child with school routines e.g. ensuring the child has necessary equipment;
- Helping their child at home with any specific tasks in consultation with the class teacher or SENDCo;
- Meeting home-based targets as agreed on their child's Individual Support Plan
- Attending termly review meetings to update the Individual Support Plan
- Attending other meetings as required by the Headteacher or SENDCo in relation to their child's Special Educational Need.

In some cases, e.g. behaviour difficulties, parents are invited into school to discuss their child's needs at regular intervals. Parental rights and associated responsibilities as defined by the law are acknowledged.

1.8 Pupil involvement

Where appropriate, pupils must be involved in:

- Discussions with the class teacher and carers concerning their progress.
- Setting outcomes for their ISPs.
- Reviewing their targets before a new ISP is written.
- Discussion prior to the Annual Review meeting (for pupils who have a statement).

1.9 Disability Discrimination

We will take reasonable steps to ensure that we do:

- not treat disabled pupils less favourably, without justification, than pupils who are not disabled; and
- plan strategically and make progress in increasing physical accessibility to school premises and to the curriculum.

1.10 Roles and Responsibilities

1.10.1 **The Governing Body** has a responsibility to ensure that the relevant provisions of the Acts of Parliament are implemented.

1.10.2 The SEND governor has responsibility for special educational needs.

1.10.3 **The Governing Body**, together with **the head teacher**, must:

- Determine the school's special educational needs policy and approach to provision for children with special educational needs.
- Establish the appropriate staffing and funding arrangements.
- Ensure that children with special educational needs are included in class activities, as far as this is reasonably practical and compatible with the pupil receiving the necessary special educational provision.
- Ensure that the efficient education of other children in the school and the use of resources are not adversely affected by this inclusion.
- Maintain oversight, and monitor identification, provision and effectiveness of the special educational needs policy through regular liaison with the SENCO, via the special educational needs governor.

1.10.4 **The Headteacher** is responsible for ensuring that:

- The special educational needs policy is implemented.
- The Code of Practice (January 2015) procedures are followed properly.
- There is allocation and maintenance of resource requirements to meet the needs of children with special educational needs.
- An effective partnership is established between parents and staff.
- Special educational needs In Service Training (INSET) arrangements are made.
- Support is given to the Special Educational Needs Governor.
- The Governing body is informed of current issues and provision for pupils with SEN.

1.10.5 **The SENDCo** is responsible for:

- Maintaining a Special Educational Needs Register.
- Liaising and meet with carers.
- Overseeing the special need records of all children with special educational needs.
- Making referrals and liaising with outside agencies.
- Organising applications for statutory assessments.
- Helping with early identification and assessment of children with special educational needs.
- Providing advice and suggestions for Class Teachers as required.
- Collecting and interpreting specialist advice.
- Ensuring that ISPs are written up and given to parents.

- Ensuring that the ISPs are followed and reviewed at least once a term.
- Liaising with teachers and TAs about any aspect of special educational needs.
- Providing regular information for Governors on the provision of special educational needs for pupils.
- Ensuring training opportunities are available as appropriate (liaising with head teacher or deputy head)

1.10.5 The Class Teacher

“The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil” *Code of Practice 2014*

The Class Teacher will:

- Ensure teaching is high quality inclusive first teaching
- Plan and monitor the work of children with SEND in conjunction with the SENDCo and/or other relevant professionals;
- Make parents aware of the provisions being made for SEND children and the outcomes expected against these;
- Inform parents if a child is placed on the SEND register;
- Work with parents to produce a ISP for every child on School Support or with an EHCP
- Work with parents to write a ISP for children with an Education, Health and Care Plan or if they have multiple agencies supporting them;
- Consider the views and wishes of the child when planning for provision
- Attend Pupil Progress Meetings and work with SENDCo to determine the level of support required for children with SEND (e.g. 1:1 or group interventions).

1.10.5 **The Class Teaching Assistant** may be responsible for:

- Supporting the Class Teacher with the implementation of ISPs.
- Keeping a record of learning activities and pupil evaluation.
- Informing the Class Teacher of any significant changes or developments.

1.11 Funding

Resources for special educational needs are made available through a funded formula devised by the Local Education Authority.

1.13 Transition and Liaison

Transition Arrangement with Pre-schools – Transition arrangements for children starting school include visits made by the SENDCo to pre-schools, meetings with parents and meetings with outside agencies. This ensures appropriate intervention or support is in place for when a child starts at East Preston Infant School.

For children with additional needs there may be a requirement for them to have a more thorough transition process within the school. Extra opportunities can be made for visits to their new class and transition books can be made to support the child through the changes. The SENDCo and class teachers will forward all relevant SEND documentation and records from class to class for children with SEND who are transitioning from one-year group to another within the school.

1.13.1 The school must obtain the relevant special needs documentation when a child transfers to St John the Baptist School.

1.13.2 The school is to ensure that all relevant details are transferred with children with special educational needs when they leave school.

Links with Other Schools

The St John's SENDCo and SENDCo's of the locality schools meet every half-term to discuss relevant issues, share ideas and expertise.

1.14 Success - Criteria and Evaluation

The success criteria for this Special Educational Needs policy is that SEN children make appropriate progress and are included in all school activities.

1.15 Complaints

1.15.1 The school deals with complaints about provision up to EHCP level, and how the school is meeting these needs.

1.15.2 Carers who are dissatisfied with the special education provision for their child have the right to complain to the Governing Body.

1.15.3 In the first instance, the head teacher should seek to resolve parent/carer's concerns through informal meetings. However, if parent/carers make a formal written complaint to the Governors, a panel of three Governors is to be convened. If, after meeting with the panel, the parent/carers consider the complaint unresolved, the Formal Complaints Procedure must be instigated (see the School Complaints Policy).

1.15.4 The LEA, not the school, is to deal with complaints about failure to initiate Statutory Assessment or the issue of a statement.

1.16 Monitoring of the Policy

This Special Educational Needs policy is to be reviewed annually by staff and governors, to evaluate its continued effectiveness.

Additional reviews may be initiated by the SENCO or the head teacher in response to changes in legislation.

2. Appendix

Further reading:

Special Educational Needs and Disability Code of Practice: 0 to 25

3 Glossary of Terms

SEN	Special Educational Needs
SENDCo	Special Educational Needs and disabilities Co-ordinator
EHCP	Educational, Health Care Plan
ISP	Individual Support Plan
INSET	In-service training
TA	Teaching Assistant
LEA	Local Education Authority