



Special Educational Needs and Disability Policy

St John's C of E Primary School

January 2025

Key Leader: Stephanie Chandler (NASENCo-2012)- Not a member of SLT

Governor: Lisa Mahony

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Next Review Date: Jan 2026

Linked Policies: Medical Policy, SEND Information Report

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The Vision for Our School

Our School Vision is underpinned by the Bible Verse John 10:10. '**That they shall have life, life in all its fullness**'; we aspire to challenge everyone to achieve more than they ever thought possible and live their life in all its fullness through an extensive menu of enriched learning opportunities both within the classroom and beyond. Our SEN Policy is intended to support children, who may have specific barriers to their learning, access all the school has to offer through a planned programme of intervention

Introduction

The SENDCo holds the national award for SEN co-ordination (advanced award) and works alongside the Headteacher.

Our school has children with a wide range of interests, abilities and aptitudes. We believe that all of our pupils are entitled to have their needs met within the nurturing and caring environment of our school.

Within our school, it is the duty of all staff to support the pupils in our care.

Some of our pupils may need support that is additional to or different from what we provide for the majority of our pupils. They may require additional and targeted intervention to support and enable them to meet their full potential and access the curriculum that we offer to our pupils. This policy will outline how we provide that support.

Purpose of policy

To outline the special educational needs and disability provision for pupils at St John's C of E Primary School.

ISEND Services worked with stakeholders and the Children's Disability Council to identify 5 overarching priority themes for SEND development in East Sussex:

- My voice is heard and acted upon (participation)
- My optimum health and well-being are supported (physical and mental health)
- I feel confident and secure (safety and security)
- I belong and feel valued for who I am (inclusion and belonging)
- I am supported to develop and achieve my goals (progress and achievement)

These themes provide the framework for collaborative working for SEND in East Sussex. The recommendations from the 2021 Joint Strategic Needs Assessment (JSNA) recommendations and Ofsted feedback have also been used to identify priority areas of work under each theme. Working groups have already been set up to carry out the plans needed to develop services and processes.

Aims

The following principles are incorporated into our school policy:

- To raise the aspirations and expectations for all our pupils with Special Educational Needs within our school.
- To ensure that all pupils with SEND are fully integrated in to the life of the school and take a full part in all activities and represent the school in positions of responsibility within school and the wider community.
- The views, thoughts and wishes of children and families will be actively sought.
- Our provision will be underpinned by quality first teaching, planned and delivered by the class teacher, supported by a teaching assistant in class and targeted intervention support when required.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014 and Equalities Act 2010 and the new SEND Strategy 2022-25.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- The SENDCo will provide support and advice for all staff working with special educational needs pupils and seek specialist advice and support, when appropriate, liaising with appropriate outside agencies.
- To structure the learning opportunities for children with SEND, using personalised learning targets and through quality first teaching matching our teaching styles to the individual learning styles of the children.
- To develop the use of different resources, specialist programmes and techniques as teaching tools to support children in achieving their goals.
- To set realistic and achievable targets for pupils with SEND, tracking their progress towards meeting these targets at termly pupil progress meetings and keeping under review the different provision that we make for them.
- To ensure that the interventions we use are matched to the needs of the pupil, are evidence based and achieve the required impact on their progress.
- To liaise with pre-school agencies to ensure effective transfer at school age.
- To make accessible and available all of this information through the publication of our SEND Information Report, which can be viewed on our school website.

1. Definition of Special Educational Needs:

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

Children have a *learning difficulty or disability* if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) Have a disability, which 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.

(c) Are under compulsory school age and fall within the definition at (a) or above or would so do if special educational provision was not made for them.

These learning difficulties or disabilities may be: physical, emotional, general learning, speech and communication needs, health needs or diagnosed/undiagnosed conditions that impact on learning.

Children must not be regarded as having a learning difficulty solely because:

- A child has a disability where a 'reasonable adjustment' (Disability equality Legislation) is to be made by the school in order that they can access the curriculum
- The child has poor attendance or punctuality
- EAL children
- Being in receipt of Pupil Premium Grant
- They are a Looked After Child
- Being a child of a Serviceman/woman

2. Staff in school who work with pupils with Special Educational Needs and their Parents:

All teachers in school teach pupils with special educational needs.

The following people have particular responsibilities:

The Head Teacher Mrs Laura Cooper, SENDCo Mrs Stephanie Chandler and SENDCo Assistant Mrs Laura Grimshaw to ensure that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The SENDCo liaises with the SEND Governor on a regular basis to discuss programs of support and individual needs.

SEND Governor Monitors and evaluates provision and reports to the governing body.

Class teachers provide a planned curriculum that meets the needs of all learners in their care. They monitor and evaluate all children's progress and set future targets for them (with the support of the SENDCo team). They report to the SENDCo any child that may be causing concern and are responsible for reviewing and updating children's Provision Maps during termly meetings with the SENDCo team.

Teaching assistants provide specified work and carry out planned programs of work according to children's Provision Map.

Midday supervisors and other ancillary staff are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

3. Identifying when a pupil has special educational needs:

It is important that a pupil's special educational needs are identified as early as possible.

We will always let parents know as soon as we feel that their child may have a special educational need. After a discussion with the parents and the child's teacher, we write to the parents confirming that their child has been placed on the Special Education Needs and Disability (SEND) register, asking them to complete a background medical information form.

4. The ways in which we identify pupils have special educational needs are:

a. Before a child starts at the school (for Primary phase):

Our foundation stage teacher meets all the children at their nursery settings (where appropriate) and discusses each child with the nursery staff. Children also visit the school with their nursery during their last term at nursery. They also visit school for story time with their parents. If a child does not attend a nursery, then we will try to arrange a home visit.

In addition, through our links with outside agencies and in partnership with health visitors we are able to identify children who may require more support, well before they join our foundation unit.

This identification process may also involve:

- Educational Psychology Service
- Children's Integrated Support Services
- Agreed liaison with school doctor; health visitors etc

b. In School:

Our foundation stage teacher meets with parents during their child's first week in school and discusses any concerns that they may have about their child. This is passed onto the SENDCo who will liaise with the Class teacher and discuss a course of action for the year.

If appropriate, the child will be included in the schools special education needs and disability (SEND) register or, monitored via our list of children who may be 'Cause for Concern'.

At St John's, all teachers are teachers of pupils with special educational needs, and are responsible for identifying pupils with special educational needs as early as possible.

This could be through:

- Teacher observation
- Teacher assessment
- National curriculum assessment
- Formal assessments, for example for reading and spelling
- Screening programs, for example for dyslexia
- Speech and Language Link
- Assessment for emotional, behavioral or social difficulties
- Information passed on from previous schools
- Information from parents
- Use of the Achievement Statements to identify gaps and where the child is academically
- Standards and Testing Agency Pre-Key Stage assessments

The class teacher will discuss any concerns with the SENDCo. The SENDCo will gather together information about pupils and will work with the staff involved to decide on any action that needs to be taken.

c. Children who enter midyear or after foundation year:

- SENDCo liaises with staff from leaving school.
- SENDCo/Teaching assistant may visit the child in their former school.
- All paper work is transferred on admission of SEND pupil.
- Parents are asked to complete a questionnaire about their child before starting- here they can add any concerns that they may have.

5. The provision we make for children with Special Educational Needs:

All children have a broad and balanced curriculum, which is planned to take account of any special educational needs they may have.

We support pupils with special educational needs, where required, by:

- Specially prepared learning materials
- The use of appropriate ICT equipment
- Deployment of teaching assistants
- Individual and group teaching sessions/support sessions
- Specialist equipment/resources
- Signing and assisted communication
- Using specialist intervention programs within the Waves of Provision
- Social skills programs
- Motor skills programs
- Sensory circuits
- Nurture groups/Lego therapy
- The role played by school in social services' assessments
- Seeking support and involvement from Outside Agencies.

Special Needs Register

When we identify that a pupil has special educational needs, and this has been discussed with parents, we place them on the Special Needs Register. The criterion St John's uses to identify children as having a special Educational need is detailed below:

- A child is working significantly behind their peers and not making adequate progress.
- A child has a medical diagnosis of a condition that requires them to have significant additional support in order for them to access the same educational provision as their peers, and this support is required in order for them to make adequate progress.

These learning difficulties or disabilities may be: physical, emotional, general learning, speech and communication needs, health needs or diagnosed/undiagnosed conditions that impact on learning.

All children in school have educational targets set regularly. If the class teacher and SENDCo feel that a child needs additional targets to support areas of their specific Special Educational Need, then they may be given a Provision Map. For children's needs who are

more complex, and who are not as of yet on an EHC Plan or for whom an EHC Plan is not appropriate, an Additional Needs Plan may be given to ensure that their needs are fully identified.

The targets on the Provision Maps are based on collaboration between all the parties involved i.e. the child, parent, SENDCo, Teacher and Teaching Assistant plus outside agencies, where involved.

The aim is to ensure that the targets are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime limited

Parents are invited to come in and discuss their child's provision and will be integral in helping with the targets by providing support at home, where needed.

6. Education Health Care plans (EHC)

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early year's settings, schools or colleges. Some children and young people may require an Education Health Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to set out provisions to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

Further information can be found by going to ESCC website:

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/schoolcollege/ehc/>

7. The local offer

As part of the new Code of Practice, July 2014 local authorities and schools used to have to publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled. This is no longer the case for school, our SEND Information Report, published on our website, contains a link to the East Sussex Local Offer information pages.

8. Record Keeping:

We record all the steps taken to meet pupil's special educational needs. The SENDCo is responsible, alongside the headteacher, for these records and for making sure they are made available to others who need to see them. The records kept for a pupil with special educational needs may include:

- Information from previous schools
- Information from parents
- Information on progress and behavior
- Information about levels and use of additional support
- Provision maps detailing the support they have been given and the impact it has had.
- Examples of provision with notes carried out by the TA/T running the provision
- Personal Profiles
- Pupil Voice-outlining any of the child's own concerns
- Information from Health/Social Services
- Information from other outside agencies e.g. Speech and Language Reports

9. Assessment

We assess children on the SEND register using tools such as:

Dyslexia Screening Test

Boxall Profile

BURT Reading test

SWIST reading test

Sandwell Early Numeracy assessment

Leven Scales

Phonics assessments

In class assessment

Speech and Language Link

Specific assessments associated with Intervention Programs

10. Information management:

It is important that information about a pupil's special educational needs is shared with all staff in school who work with the pupil, including being passed on from class to class, and school to school as the pupil moves on.

We ensure that all staff in school, including auxiliary staff are made aware of individual pupils' special educational needs and what provision is made. This is often through the use of a provision map.

We pass information on to new class teachers through our own internal transfer system.

We ensure that children's needs are reviewed three times per year. Their targets are reviewed and new targets are set each time. Children who have more complex needs are reviewed with a separate meeting with all parties involved.

11. Working with Parents

We believe that parents know their children best. Therefore, working with parents as partners is vital in helping children and young people with SEND get the most out of their education. At St John's we involve parents with:

- Review meetings in the form of a 'Structured Conversation'
- Developing the child's provision map

- Sharing information on the website
- Parents evenings
- Acting as voluntary helpers
- Organizing training courses/information events for parents
- Developing an 'open door' ethos for parents which welcomes and values their views
- SENDCo available to meet/speak with parents
- Sharing information about their child
- Responding to an annual questionnaire sent to parents of SEND children

12. Working with Children:

It is important to listen to and act upon what children say about their needs and what sort of help they would like. In our school we:

- Enable pupils to express their feelings about how their needs are being met
- Ensure that the views of the pupil are sought
- Encourage pupils to become involved in the wider life of the school

13. Working with Local Authority (LA) Support Services:

We have a range of Support Services that we can call upon to provide advice, support and training on SEN matters and children. At St John's we have involvement from:

- Child Protection Advisors
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Inclusion Advisor Team
- Sensory Needs Service to support pupils with hearing/visual Impairment
- Social Services
- Children's Integrated Therapy Team (speech & language/occupational therapy) - CITES
- school nurse
- CLASS (Communication, Learning, Autism Support Service)
- ISEND
- School Nurse
- Team Around the School Setting (TASS)

14. Other Schools and Colleges:

Our SENDCo meets with others from schools in the area to share knowledge and resources, as appropriate.

15. Links with the Local Community:

We believe that school has an important part to play within the local community. We are involved in:

- The use of school premises for out of school activities
- Running training courses for the school community
- Links with local business
- Involvement of local services e.g. police

16. Health Service and Social Service:

Some pupils with SEND have support from or involvement with Health and/or Social Services. These pupils are helped well when all professionals work closely together.

We liaise with professionals from the Health Service such as GP's, Pediatricians, Health Visitors and School Nurses to seek advice and support for pupils. Where appropriate we involve Health and Social Services professionals in reporting on pupils' need and progress and in attending review meetings. We implement the advice of health professionals, including in the drawing up of Healthcare plans

17. Admission to School:

See admissions arrangements 2025/26 on our website.

18. Our School Access Plan:

Is held within the Equalities policy, which is available for inspection.

19. How we develop staff knowledge and skills:

We gather information every year to help us identify what training is necessary for all staff in school. This will depend on the range of special educational needs. All school based staff are able to undertake whatever training they need to help them develop their knowledge and skills in the area of Special Educational Needs.

This training is provided in the following ways:

- In-house training
- Mentoring
- Job shadowing
- Visits to/links with other schools, including special schools
- Attendance at externally provided training events
- Participation in accredited training opportunities

20. How we evaluate our SEND policy:

We regularly and carefully review the quality of teaching for SEND pupils to make sure that they are making progress which is suitable for them. We recognise that these children, by nature of their difficulties, may be working at a different stage to their peers, but we are still looking for progress.

We look at whether our teaching and programmes of support have made a difference at least three times per school year formally, more where needed informally. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We send home a parent questionnaire every year to SEND parents then review the results and feedback from parents. This information helps to inform the school improvement plan and monitor what parents think, which may not have been voiced in our other meetings with them.

We also invite parents to provide feedback at meetings (two parent evenings and three structured conversations), through attending parent forums and through the Ofsted parent view website.

<https://parentview.ofsted.gov.uk/>

21. How we deal with complaints:

We are always very happy to talk to parents and listen to any concerns they may have. If you have any worries or concerns about school or how we are providing for your child, please talk to your child's class teacher or to the SENDCo.

We will always do our best to respond to concerns raised with us. If you feel that your concerns are not being responded to, school has a formal complaints procedure. A copy of this is in your Parents Handbook on the school website.

22. Where can I find out more information?

The school website www.stjohnsprimary.org

Local Prospectus for SEND

<https://localoffer.eastsussex.gov.uk/>

23. Criteria for exiting the SEND Register

The time a child spends on the SEND register varies. If they have made accelerated progress, and considered 'on track' against end of year expectations they may exit the SEND register. They will then be monitored through our normal pupil progress meetings, plus remaining on the Cause for Concern' list for a year. Following that a review will take place to ensure that everyone is happy and they are still on track.

24. Supporting pupils at school with medical conditions

Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Individual Healthcare plans will be provided in school, if required, so as children with medical conditions are effectively supported. These plans will provide information on what needs to be done, when and by whom.

These plans will be essential for children who have conditions that may frequently fluctuate or where emergency medication may need to be administered. The school, healthcare professionals and parents should agree, based on evidence, when a healthcare plan would be appropriate or inappropriate. If consensus cannot be reached, the headteacher makes a final decision.

St John's has a separate policy for Children with Medical Needs please ask to see a copy, if required.

Definition of common terms related to SEND:

Code of Practice

Guidance for LEA's & schools on how to identify, assess and provide for children with SEND.

Local Education Authority (LEA)

The body responsible for schools and for assessing and providing for SEND.

Educational Psychologist

Person employed by the LEA to assess and advise on a child's learning difficulties.

Education Health Care Plan

Replacement for a Statement of special education needs. The purpose of an EHC plan is to set out the special educational provision needed to meet the special educational needs of the child or young person. It is a statutory document.

Annual Review

Review of EHC Plan by LEA that must occur at least annually

Special Educational Needs and Disabilities (SEND)

Learning Difficulty

Significantly greater difficulty in learning than other children of the same age, or disability which hinders use of general educational facilities.

Mainstream School

School that caters for all pupils, including those with SEND.

Maintained School

School maintained by the LA.

Preferred school

School chosen by parents where the LA must consider placing your child.

SEND Support

The description for children on the SEND register.

Special Educational Provision

Additional or different education for children with SEND.

SENDCo

A member of staff at school who has responsibility for coordinating special educational provision.

Provision Map

A document which sets the short-term targets for a child with SEND.

Special School

School that caters for children with EHC Plans who cannot attend a mainstream school.

Early Years Services

Special Educational provision for pre-school children

Additional school needs (ASN), Additional family needs (AFN), High level needs (HLN)

These define the source of funding for children dependent on the severity of the child's impairment and are allocated through a bid process.

CAF- Common Assessment Framework

This is a framework that draws together all the information there is surrounding a child from many different services in order to fully understand their needs.

Signed Headteacher.....

Signed Governors.....

Date presented to/approved by Governing Body.....
