



St. John's CE Primary School
Wetley Rocks

Special Educational Needs and Disability Policy (SEND)

Prepared by:	Sarah Stone
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Definition of special educational needs (SEN)

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.”

SEN and disability Code of Practice: 0-25 years. 2014

Mission statement

‘SHINE like the star you are.’

St John’s CE Primary School is an inclusive community. We welcome pupils from all backgrounds; we treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in the modern world. Our aim is to provide a stimulating, safe and inclusive environment in which our children can thrive and learn. We work closely with parents and carers, our local community, our Church and our secondary schools to ensure we offer all children a range of opportunities to help them on their learning journey.

Our Vision:

To develop within ourselves an understanding of what is right and fair, and to have the strength to face challenges and do the right thing. To be people of hope.

To celebrate individuality, and to respect ourselves, others and the world in which we live. To be the best we can be.

*We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010
<http://www.legislation.gov.uk/ukpga/2010/15/contents>*

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year’s settings prior to the child’s entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the class teacher, SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.

- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Services include:
 1. Special Educational Needs Inclusion Service (SENIS)
 2. Autism Outreach Team
 3. Hearing Impairment team
 4. Visual Impairment team
 5. Educational Welfare Officers
 6. Physical Difficulties Support Service (PDSS)
 7. Social Services / Early Help Team / Homestart
 8. CAMHS (Child & Adolescent Mental Health Service)
 9. Occupational Therapy
 10. The Behaviour Support Team
 11. The Preventative District Inclusion Team (for those pupils at risk of exclusion)
 12. The local SEN hub
 13. Educational Psychology Service
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation and pupil voice is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and sports.

Responsibility for the coordination of SEND provision:

The person responsible for overseeing the provision for children with SEND, and for co-ordinating provision is:

Mrs S Stone (Headteacher / SENCo)

headteacher@st-johns-wetleyrocks.staffs.sch.uk

01782 550309

The governor responsible for overseeing the provision for children with SEND is

Mrs D Houghton

chair@st-johns-wetleyrocks.staffs.sch.uk

01782 550309

Arrangements for coordinating SEND provision

The class teacher will hold details of all SEND records for individual pupils.

All staff can access:

- The St. John's Primary School SEND Policy.
- A copy of the register for pupils with special educational needs.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, and copies of their *Pupil Support Plans* (PSPs).
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

In this way, every staff member will have complete and up-to-date information about all pupils with special educational needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. In accordance with the school's admissions policy, no pupil will be refused admission to St. John's on the basis of their educational need. Please refer to our Admission Policy. <https://www.st-johns-wetleyrocks.staffs.sch.uk/admissions/>

Identification of pupils' needs:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated 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. A Pupil Profile may be written for the child which lists the reasonable adjustments that can be made to support their learning.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need.
- f) If a pupil has recently been removed from the SEND register, continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) Where a child is recorded by the school as being monitored due to concern by parent or teacher, this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

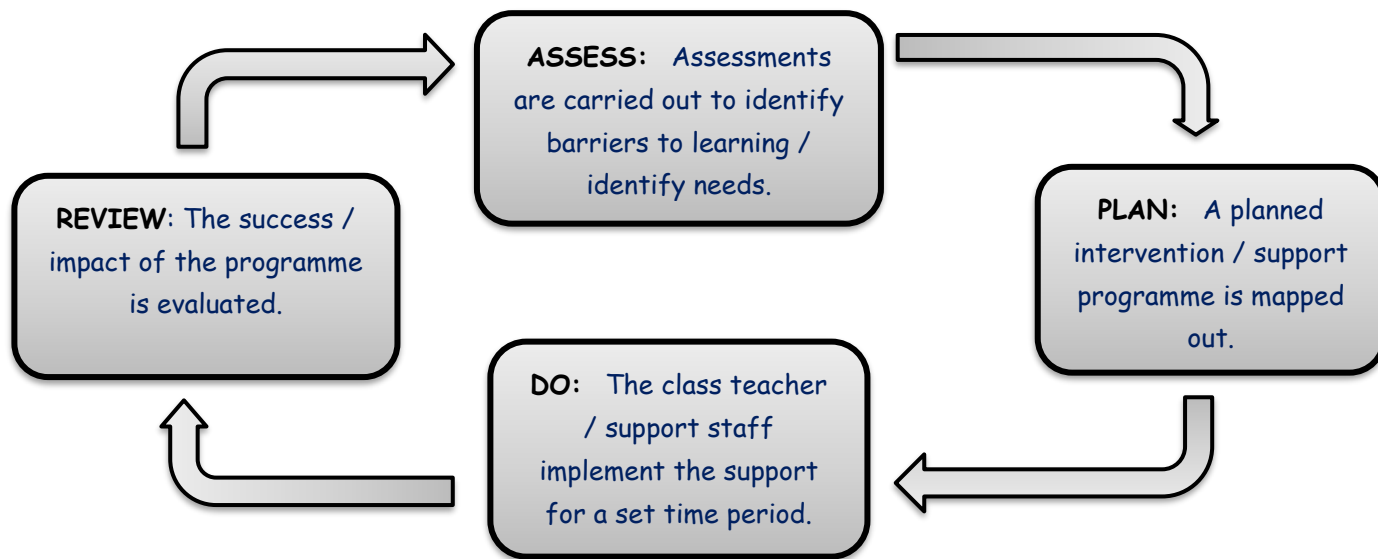
SEN Support

Where it is determined that a pupil does have a special educational need, parents will be formally advised of this and the pupil's details will be added to the SEND register as requiring '*SEN Support*'. A personalised learning plan (Pupil Support Plan / PSP) or Pupil Profile will be written for the child which will be reviewed and discussed with parents / carers at least once each term.

The support provided consists of a four part process: (The Graduated Approach)

- Assess
- Plan
- Do
- Review

This is an on-going 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 the best outcomes. The advice of outside agencies will be sought where appropriate.



Referral for an Education, Health and Care Plan

For a very small percentage of pupils, whose needs are significant and complex, and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made (by the parent or the school) to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

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

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals
- Any other outside agencies

Information will be gathered relating to the current provision, action that has 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 found via the [SEND Local Offer](https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page).

Staffordshire: 0300 1118007 sendreferrals@staffordshire.gov.uk

Stoke-on-Trent: 0800 561 0015

or by contacting [SEND IASS \(Staffordshire Family Partnership\)](https://www.staffs-iass.org/home.aspx) on: 01785 356921

<https://www.staffs-iass.org/home.aspx>

Education, Health and Care Plans

a) Following Statutory Assessment, an EHC Plan will be provided by Staffordshire 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 with developing the plan.

b). Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c). Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. A review, however, can be requested at any point by the school or parents /carers.

Inclusion of pupils with SEND

Staff are committed to offering an inclusive curriculum to ensure the best possible progress and outcomes for all of our pupils whatever their needs and abilities. We seek to raise achievement, remove barriers to learning. All children with Special Educational Needs and Disabilities (SEND) are valued, respected and equal members of our school family. As such, provision for pupils with SEND is a matter for the school as a whole.

"All teachers are teachers of children with special educational needs." SEN Code of Practice (5:2)

We provide an inclusive, broad and balanced curriculum for all children where teachers plan differentiated learning challenges and respond to children's diverse learning needs, enabling all pupils to participate effectively in curriculum and assessment activities through Quality First Teaching and reasonable adjustments.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher / SENCo or Governor for SEND.

Staffordshire's Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Staffordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

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