



## **St. John's Catholic Primary School SEN policy**

**March 2022**

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## **Introduction**

The Headteacher is the school's "responsible person" and manages the school's SEN work. The Headteacher will keep the governing body informed about the SEN provision made by the school through annual written reports.

Mrs Devey works with the staff to ensure the effective day-to-day operation of the school's SEN policy. The SENCO will identify areas for development in SEN and contribute to the school's development plan. She will coordinate provision for children with SEN.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This policy was created by the school's SENCO in liaison with the SLT, Governors, all staff and parents of pupils with SEND. This document is available on the school website.

## **Contextual information**

St John's Catholic Primary School is a small village school in Burscough, West Lancashire. We currently have 99 children on roll and 4 classes. Our teacher pupil ratio is very good and we know all of our children very well. The size of the school and the dedication of all of the school staff mean that different learning styles can be explored by children and lessons and themes planned around children's interests. The Catholic ethos of the school ensures that every child is valued both as the individual that they are and as a child of God.

We have outstanding teaching assistants working within our classes and they support the teaching staff to deliver differentiated learning to all pupils including those with SEND.

## **Aims**

We at St. John's Catholic Primary School are committed to meeting the special educational needs of pupils and ensuring that they make good progress in all that they do. We affirm the individuality and worth of all our pupils and seek, through National Curriculum Core and Foundation subjects, to adopt a broad and balanced curriculum offering opportunities to all our pupils. We are committed to an educational partnership with parents and would seek to involve them in the education of their children.

Through the Special Educational Needs Code of Practice 2014, children with special educational needs will be identified and their needs will be addressed, both by teaching staff within the school and by external agencies.

## **Objectives**

In order to achieve our aims and to ensure that children with SEN achieve their full potential and progress we will:

- To work within the guidance provided in the SEND Code of Practice, 2014.
- Ensure that all pupils increase their responsibility for their learning and behaviour as they move through the school.
- Ensure good working relationships with parents, carers and the community.
- Ensure that the school offers a broad and balanced differentiated curriculum which is accessible to pupils with SEN and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEN are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of SEN pupils.
- Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils.

## **Identifying Special Educational Needs**

The Code of Practice describes the four broad categories of need:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St John's, we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child or young person.

There are other areas which may impact on children's progress and attainment, but are not considered as SEN. For example;

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behavioural difficulties

### **A Graduated Approach to SEN Support**

#### **Quality First Teaching**

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for lack of good quality teaching.

We regularly and carefully review the quality of teaching and progress for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The SLT hold a termly pupil progress meeting with all teachers to monitor the progress and development of all pupils. This is based on high quality, accurate formative assessment recorded on the brick wall spreadsheets and venn trackers. Where pupils are falling behind or making inadequate progress given their age and starting point, extra support is identified and put into the cohort provision map. The child's parents and pupil are informed.

It is the responsibility of the class teacher to implement the provision map for the identified children in their class. Appropriate tasks / activities / group work are planned to meet the needs of the children taking into account the provision maps and learning styles. Teachers also plan for support staff in their class so that the identified children are adequately supported.

Teaching Assistants work under the guidance of the class teacher and contribute to the review of the pupils progress to feed into the next provision map. They keep records of the children's achievements against the targets set out in the provision map and liaise with the teacher and the SENCO. They should give the class teacher any notes and assessments they have completed so that assessment for learning can take place and the teacher can plan for progression.

## SEN Support

Where pupils continue to make inadequate progress, despite high quality teaching targeted at their areas of weakness, the class teacher, alongside the SENCo, should assess whether the child has a significant learning difficulty. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review.

This graduated approach is called SEN support. This 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.

### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, referrals and advice from external support services will also be considered. For example,

- Speech and Language therapy
- Occupational therapy
- CAMHS
- School Nurse
- Educational Psychologist
- IDSS (Specialist teacher assessments)

Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their

individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

### Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil at least termly. The teacher holds the overall responsibility for evidencing progress according to planned outcomes.

### Referral for an Education, Health and Care Plan

The majority of children with SEN will have their needs met in mainstream schools. 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.

Lancashire County Council has a seven step EHC Plan pathway for considering a referral for an EHC plan.

1.
  - a) Local Offer – considering the school local offer (on school website) in meeting the needs of the child.
  - b) Common Assessment Framework (CAF) completed.
  - c) Nominated person/Lead professional identified.
  - d) Team around the Family (TAF) meeting to take place.
  - e) "All About Me" profile completed.
2.
  - a) TAF meeting.
  - b) Identify the unmet need.
  - c) Consideration for a statutory integrated assessment.
  - d) "All About Me" updated.
  - e) Plan facilitator identified.

3. a) Request for consideration of Statutory Integrated Assessment (SIA) made and Educational Psychologist view / assessment sought.  
b) All documentation collated; interventions demonstrated; graduated response evidenced and still unmet need clarified.  
c) Request for Integrated Assessment received (by Plan Coordinator)
4. a) Plan coordinator compiles the EHC information and an overview for Integrated Assessment.  
b) Multi agency meeting.  
c) Decision made including agreement plan need and outcomes identified for EHC plan.  
d) Indicative budget agreed at the multi-agency meeting.
5. a) My EHC plan.  
b) Budget for my EHC plan.  
c) Co-production meeting with key professionals, child/young person and family convened to discuss draft.  
d) EHC agreed.
6. a) Plan Implemented.  
b) Working towards / achieving my agreed outcomes.
7. a) Reviewing my plan.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. 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. 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.

### **Criteria for Exiting the SEN Register**

Provision maps and SEN support are reviewed and updated every term in a pupil progress meeting between the SENCO, class teacher and Headteacher. Progress towards the targets set is discussed and new provision for the following term is planned. Parents and pupils are informed. A child may move down the stages of the register until they are no longer deemed to need the support of the provision map. This is determined through assessments and pupil progress meetings.

## **Supporting Pupils and Families**

### **Local Offer**

At St John's we have a 'Local Offer' which provides information about the provision we offer children who have SEN. This is available for parents and pupils on the school website.

Lancashire County Council also has a 'Local Offer' which can be found at <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

### **Other Agencies**

St. John's uses the following agencies to support the work of SEN in the school:

- IDSS- for assessment and small group/ individual work
- Health- Our school nurse can be contacted through school. Referrals for health agencies, such as CAMHS, can be made through the school nurse.
- Speech and Language Therapists – Referrals can be made through school if needed.
- Occupational Therapists – Referrals can be made through school if needed.
- Parent Partnership. This service is available to all parents and carers of children with SEN. They offer support and advice.
- Educational Psychologist.

### **Parents**

Parental involvement in school is highly regarded. We encourage parents and carers to share information about their child at parent's evenings, which take place twice a year. Teachers are willing to discuss a child's progress with parents at convenient times. The SENCO is also available for parents to discuss concerns by appointment.

Induction for new parents takes place in the summer term, parents have a chance to meet their child's class teacher and share any information that they wish.

Parents contribute and take part in Annual Reviews for children with a statement or an EHCP and receive copies of all relevant paperwork concerning their child. IEPs are produced termly for children with a statement of SEN or an EHCP. The school operates an open door policy with regards to any concerns a parent may have.

### **Admissions**

Pupils with SEN will be admitted to St. John's in line with the school's admissions policy. The school is aware of the statutory requirements related to SEN and disabilities. The school will use its induction meetings to work closely with parents to ascertain whether a child has been identified as having SEN in Early Years Foundation Stage. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

## Accessibility

Pupils with SEN will be given full access to the curriculum through the provision provided by the school as necessary, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting.

The Headteacher ensures all pupils with SEN have appropriate access to exams and other assessments, including the application for additional time, to dis-apply pupils from exams or to have support in the form of a 'writer' or a 'reader'.

Please also refer to the Single Equalities Policy and Action Plan available on the school website.

## Transition

Transition arrangements are put in place in the final pupil progress meeting in the summer term to plan appropriate visits to the next class and to meet the new teacher. Directed time is given to teachers in the final term to have a 'transfer' meeting in which the needs of all pupils are discussed and assessment records and information are passed on.

St. John's has links with St. Bede's High School, Ormskirk, as most of our year 6 children continue their education at this school. Records of children with SEN are sent to the school with other transfer documents. A member of staff from the transfer school is invited to attend the final primary review of children with a EHC plan which is held in the Autumn term. SEN records for children who transfer to other educational establishments have their records forwarded with other transfer details.

## **Supporting Pupils in School with Medical Conditions**

St John's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, we comply with the duties set out under the Equality Act 2010. (See school website for Single Equalities Policy)

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Every pupil with a specific medical need in school has a 'Care Plan'. This is written and implemented in conjunction with the school nurse, doctors, other relevant health professionals, parents and school.

St John's is fully committed to managing the medical conditions of pupils in line with statutory guidance which can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/306952/Statutory\\_guidance\\_on\\_supporting\\_pupils\\_at\\_school\\_with\\_medical\\_conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)

### **Monitoring and Evaluation of SEND**

St John's regularly and carefully monitors and evaluates the quality of provision we offer all pupils. In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through parents evenings.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. The SENCO completes regular audits, action plans, observations of interventions and provision, sampling of parent views and pupil's views. This promotes an active process of continual review and improvement of provision for all pupils.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **Training and Resources**

St John's has an amount of money identified within the school's overall budget, called the notional SEN budget. This is for the school to use to provide high quality, appropriate support, including staffing and resources. School receives 'top up' funding for children who currently have a statement of Band E or higher.

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses and facilitates relevant SEN focused internal or external training opportunities for all staff. The SENCO has the National Award for SEN Coordination. Training opportunities are matched to school development priorities and those identified through performance management.

New teachers to the school have an induction period which 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 pupils.

The SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND and cascades this information to staff through staff meetings.

## **Roles and Responsibilities**

The Governing Body has identified a governor to have oversight of SEN provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEN Governor is Paul Dutton.

Mrs Devey is the Designated Teacher with specific Safeguarding responsibility and for meeting the medical needs of pupils.

## **Storing and Managing Information**

The SEN documents are kept in a locked filing cabinet in the PPA room. They are also kept electronically on the school 'shared drive' which is password protected. This is in line with the school Confidentiality Policy.

## **Complaints**

The complaints procedure for SEN mirrors the school's other complaints procedures, which can be found in the school prospectus.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher should further discuss the concern with the parent or carer. If the concern cannot be resolved at this stage it should be brought to the notice of the Headteacher.

## **Reviewing the Policy**

The SEN policy is reviewed annually. This policy was written in March 2022 and will be reviewed yearly.