

# St John's C of E VC Infants' School & Jumping Johns Nursery



## Special Educational Needs

| Date         | Created by              | Approved by          | Remarks |
|--------------|-------------------------|----------------------|---------|
| January 2023 | Rebecca Maisey<br>SENCO | Welfare<br>Committee |         |

Review Date - January 2024

We at St John's Infants School are committed to meeting the special educational needs of pupils and ensuring that they make progress.

This policy prescribes the procedures that the staff of St John's Church of England VC Infants School and Jumping Johns Nursery's use when supporting children with Special Educational Needs or Disabilities.

**'A school where every child can shine.'**

This policy was reviewed and updated in January 2023 in line with the SEND Code of Practice.

*The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At **St John's**, this role is undertaken by **Pamela Heazell**, who will meet regularly with the Head and SENCO **Rebecca Maisey**. (For roles of governing body, see the SEN Code of Practice, Section 1:16 - 22, 1:39.)*

*The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan.*

*All teaching and non-teaching staff will be involved in the formulation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.*

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## **SPECIAL EDUCATIONAL NEEDS POLICY**

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## Special Educational Needs Policy

### **Introduction**

It is our belief at St John's Infants' School that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We recognise each child as an individual with a unique set of qualities and use our best endeavours to provide an education which meets all their needs. We believe that those needs are best met in settings which have positive approaches, where pupils are happy and feel safe. We believe that the best education comes when all stakeholders work together in partnership, which support the best interests of the children in our care.

### **What are Special Educational Needs?**

(Taken from Section 20 of the Children and Families Act 2014)

*A child or young person has a special educational need if he or she has a learning difference or disability which calls for special educational provision to be made for him or her.*

They may

- a) have a significantly greater difficulty in learning than the majority of others of the same age, or
- b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difference solely because the language or form of language of their home is different from the language in which they will be taught.

At St John's Infants' School, teachers take account of the needs of all children and make provision to support each child in their learning, to enable them to participate in all curriculum activities. Some children may need additional or different support, compared to that given to other children of the same age. The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'. We do our best to ensure that the necessary provision is made for any child who has special educational needs and that those needs are known to all who are likely to work with them. We ensure that teachers are able to identify and provide for those with special educational needs, allowing all pupils to join in with school activities together.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of difficulty experienced by the child.

## Aims and Objectives

### Aims

At St John's, we aim to provide every child with access to a broad and balanced education.

Our aims are:

- To ensure that all pupils with SEN/D have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated at the appropriate levels
- To ensure that all pupils with SEN/D are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

### Objectives

- **To identify the needs of pupils with SEN/D as early as possible.** This is done by gathering information from parents, education, health and care services, previous schools 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 SEN/D. Continued monitoring of those pupils with SEN/D by their teachers and support staff will help to ensure that they are able to reach their full potential, as well as half-termly pupil progress meetings with the Senior Leadership Team
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN/D have full access to the curriculum.**
- **Work with parents** to develop a deeper understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN/D 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. A full list of professionals and agencies are detailed in our school's local offer.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging positive relationships with adults across the school so that all pupils feel safe to voice their opinions of their own needs, and can work with staff to further develop their knowledge, skills and understanding. Pupil participation is encouraged through the school by wider opportunities including class visits and school performances.

### Responsibility for the co-ordination of SEND provision

The person responsible for overseeing the provision for children with SEN/D is Kerry Devane (acting Head Teacher).

The person co-ordinating the provision of education for pupils with SEN/D is Becky Maisey (SENCO).

The SENCO holds details of all SEN/D records for individual pupils

### **All staff can access**

- The St John's Infants' SEN/D Policy
- A copy of the full SEN/D Register
- Guidance on identification of SEN/D in the Code of Practice
- Guidance on the facilitation of SEN/D needs within the classroom via the Somerset Core Standards
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through the school's SEN/D Information Report and Somerset's SEND Local Offer. <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

This policy is made accessible, through the school's website, to all staff and parents in order to aid the effective coordination of the school's SEN/D provision. In this way, every staff member will have complete and up to date information about all pupils with SEN/D and their requirements which will enable them to provide for the individual needs of all pupils.

### **Allocation of resources for pupils with SEN/D**

All pupils with SEN/D will have access to Element 1 and 2 of a school's budget, which equates to £6,000. Some pupils with SEN/D may access additional funding.

For those with more complex SEN/D needs additional funding may be required by the school. The SENCO will work together with parents/carers and all professionals involved in the child's care to put in a request for an Education and Health Care Plan. (EHCP). The Local Authority receives these plan requests and decides whether a plan will be granted to enable the child's needs to be met at St John's. The Local Authority will also determine whether the level and complexity of need meets the threshold for further funding.

It is then the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used, following the recommendations on the EHCP. Additional funding may be used to pay for extra support staff, training, different resources or extra support services, such as Educational Psychologists or counsellors. (See below for further information about the EHCP process.)

Parents/carers will meet annually with the SENCO, class teacher and additional professionals if possible, to carry out the Annual Review. This explores whether the needs remain the same or have changed over the year. The funding for pupils is reviewed following this meeting to ensure that funding meets the needs of each individual case.

### **Identification, Assessment and Provision**

**Provision for children with Special Educational Needs is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants have important day-to-day responsibilities. All teachers are responsible for the Special Educational Needs of the children they teach.**

A graduated approach:

#### **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 SEN/D 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 use the Somerset's Graduated Response Toolkit to 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.
- 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 going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as 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) Pupil progress meetings and reviews are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### **SEN Support**

Where it is determined that a pupil does have an SEN/D, parents will be formally advised of this and the pupil will be added to the SEN/D register. The aim of formally identifying a pupil with SEN/D is to help the school ensure that effective provision is put in place, so removing barriers to learning.

The support provided consists of a four-part process:

· **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 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, advice from external support services will also be considered. Any parental concerns will be taken into consideration and used alongside 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/carers. 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, in consultation with parents and the pupil.

## **Referral for an Education, Health and Care 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 or a previous setting, such as a nursery. 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 is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health/ Medical and/or other professionals and agencies

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 panel of people from education, health and social care as to whether or not 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

## **Education, Health and Care Plans [EHCP]**

Following Statutory Assessment, an EHCP will be provided by Somerset 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 in developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice. Once the EHCP 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.

## **Access to the curriculum, information and associated services**

Pupils with SEN/D will be given access to the curriculum through the SEN provision provided by the school and as far as possible, taking into account the wishes of the parents and the needs of the individual. Every effort will be made to educate pupils with SEN/D alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers for other flexible arrangements to be made. The curriculum is regularly reviewed by the Senior Leadership Team to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside of the classroom. Regular training and learning opportunities for staff on the subject of SEN/D and SEN teaching are provided both in the school and through wider training opportunities and links to professional agencies. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN/D.

It is our aim to ensure that all resources and SEN/D provisions are being used effectively and efficiently in the school in order to support our curriculum and enable pupils to reach their full potential.

St John's Infants' does this by:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher/ professional's feedback.
- Making use of all class and school facilities and space to meet the varied needs of all learners.
- Using the expertise and experience of staff and professionals across the school to support pupil development and to increase the skills, knowledge and understanding of parents and school staff.
- Providing flexible timetables of support, intervention or therapy which meet both the short term and longer term needs of the pupil.
- Setting appropriate individual targets which motivate pupils to do their best, and celebrating achievements at all levels.

### **Inclusion of pupils with SEN/D**

The SENCO oversees the school's policy for inclusion and is responsible in conjunction with the head teacher for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly monitored and reviewed to ensure that it actively promotes the inclusion of all pupils. This includes both learning inside and outside of the classroom including day trips, visits and visitors to the school.

We provide a balanced curriculum with flexible teaching methods which suit the needs of all individuals and encourage social communication, promote resilience, independence and engagement with others.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEN/D provision, St John's Infants' School encourages feedback from staff, parents and pupils throughout the year. SEN/D provision and interventions are recorded on a provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO and class teachers at the beginning of an academic year and are adapted following regular assessments. These interventions are monitored and evaluated termly by the headteacher and SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

### **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 by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

### **In service training (CPD)**

We aim to keep all staff up to date with training and developments in teaching practice in relation to the needs of pupils with SEN/D. The SENCO holds the National Award for SEN Co-ordination and attends relevant SEN/D courses in order to keep up to date with current information and practice regarding all issues of SEN/D. These are cascaded to staff and parents through teaching and/ or support staff meetings, team meetings and INSET training. The SENCO also signposts relevant SEN/D focused external training opportunities for all staff. We recognise the need to train all our staff on SEN/D issues and we endeavour to provide training to staff whenever possible.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEN/D pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN/D provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will inform the child's parents. The following services can be involved as and when it is necessary:

- Speech and Language Therapy (SALT)
- Physiotherapy Support
- Educational Psychology Service
- Autism Outreach Team
- Hearing Support Service
- Vision Support Service
- Parent Family Support Advisor
- Learning Support Service
- Children Social Care

- School Nurse
- Occupational Therapy
- Physical Impairment and Medical Support Services (PIMS)

### **Working in partnership with parents**

At St John's Infants' School, we believe that a close working relationship with parents is vital in order to ensure;

- a. Early and accurate identification and assessment of SEN/D leading to appropriate intervention and provision
- b. Continuing social and academic progress of children with SEN/D
- c. Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN/D to the local authority Special Educational Needs and Disability Information, Advice and Support (SENDIAS) service where specific advice, guidance and support may be required and other outside agencies or professionals as detailed above. If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Where appropriate, parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN/D governor may be contacted at any time in relation to SEN/D matters.

### **Links with other schools**

St John's Infants School works in partnership with the other schools in our Community Learning Partnership. This enables the wider schools' community to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Links with other agencies**

St John's Infants invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN/D. The SENCO is responsible for liaising with a range of professionals linked to the SEN/D needs within our setting. In cases where a child is under observation or where there is a cause for concern, focused meetings will be arranged with the appropriate agency and parents/ carers will be invited to and informed of any actions regarding their child.

### **Review**

This policy will be reviewed annually.

