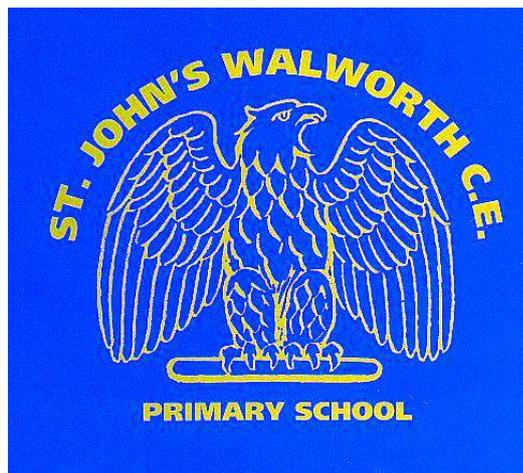


SEND Policy

St John's Walworth



Approved by: Chair of Governors

Date: January 2019

Last reviewed on: January 2019

Next review due by: January 2020

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY- ST JOHN'S WALWORTH C of E PRIMARY SCHOOL

Introduction

St John's Walworth CoE Primary School is a mainstream Church of England Primary school. At St John's we operate a policy of inclusion recognising that all children are entitled to equal access to the curriculum. We use our best endeavours to ensure that high quality and evidence based provision is made for any individual who has special educational needs and disabilities (SEND), in co-operation with Southwark and the Diocese. We will strive to do all within our power to ensure that children identified as SEND are able to learn successfully in the classroom and develop the social and life skills that will prepare them for secondary education and beyond.

We constantly strive to improve the accessibility of our school and curriculum and believe that every teacher is a teacher of SEND pupils.

The Special Educational Needs Co-Ordinator (SENCO) is Jonathan Wren. He can be contacted on 0207 703 4920, or by emailing jwren@stjohnswalworth.southwark.sch.uk. There is a member of the governing body responsible for SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2014)
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Children and Families Act (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (2014)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers' Standards (2012)

This policy should be read in conjunction with the Assessment policy, Teaching and Learning policy, Behaviour policy and the SEND information report, which gives detailed but accessible information for parents and carers on SEND provision at St John's Walworth.

Aims and Objectives

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access and independence for all
- To secure high levels of achievement for all our pupils enabling them to become confident individuals and to make friends
- To provide an emotionally and physically secure, inclusive and welcoming environment

- To meet individual needs through a wide range of provision
- To embrace the opportunity to work in partnerships with parents and pupils
- To work in cooperative and productive partnership with the Local Authority, Diocese, other schools and outside agencies, to ensure there is a multi-professional approach to meeting the needs of all pupils identified as having Special Educational Needs and/or Disabilities (SEND)
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2013)

In order to achieve these aims we will:

- Identify barriers to learning early and provide high quality learning for pupils who are identified as having SEND enabling them to achieve and succeed
- Ensure all staff have positive attitudes and a belief that all pupils can succeed in learning
- Work together with parents and carers of pupils identified as having SEND, to ensure that they and their child feel welcome and supported at the school
- Ensure a high level of staff expertise to meet pupils’ needs through well targeted continuing professional development
- Ensure SEND Code of Practice (2015) underpins provision for SEND
- Support the implementation of advice provided by the external professionals the school works with
- Operate a whole school approach to the management and provision of support for pupils identified as having SEND recognising that high quality provision for SEND raises standards for all.
- Provide a Special Educational Needs Coordinator (SENCO) holding the National Award for Special Educational Needs Coordinators (NASENCO) who will work with parents, pupils and school staff to implement the policy.
- Map provision for all learners to ensure that the deployment of staff, allocation of resources and choice of intervention lead to good learning outcome

Definition of Special Educational Needs (SEN)

A child or young person is identified as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is support which is additional to or different from the support usually available to pupils of the same age.

Special educational needs and provision can be considered as falling under four broad areas as laid out in the SEND code of practice (2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Definition of disability

Many children and young people who have SEN may also 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’. This definition provides a relatively low threshold and includes more children than many realise:

'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (2015)*

For consistency the term SEND is used throughout this policy.

SEN Support

Pupils are added to the SEND Register at a level called 'SEN Support' when they meet the criteria for SEND under one of the 4 categories of need listed above requiring provision that is additional to and different from the day to day Quality First Teaching received by their peers.

The SEND Register is reviewed each term and pupils' needs are assessed. Where a child is in need of SEN support then parent/carers will be informed **in writing**. Where it is clear, through the process of assessment, that a pupil no longer meets the criteria for inclusion on the SEND register, parents / carers are informed and the child is removed from the register.

The school will make use of such notional delegated funding as is allocated to it in order to make provision for pupils at the SEND support stage.

Education Health and Care Plans (EHCP)

With parental consent, the school may make a request to the local authority the pupil is resident within for statutory assessment of a child's SEND where these needs are likely to be sustained and where there has not been impact from school-based interventions and professional advice. A decision will be made by a local authority panel as to whether the criteria has been met. Parents and carers can also make a request for statutory assessment.

If a request for statutory assessment is granted a process of assessment will be commenced by Southwark before a final decision is made as to whether to issue an EHCP.

If an EHCP is to be in place it must:

- establish and record the views, interests and aspirations of the parents and child or young person;
- provide a full description of the child or young person's SEND and any health and social care needs;
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations;
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

An EHCP is legally binding – the support detailed in the Plan *must* be provided. These Plans can be in place for children or young people between birth and the age of 25.

The SENCO will hold a formal annual review of this as well as termly target setting meetings with parents/carers, relevant school staff and any other professionals will be invited to attend and/or provide updated reports.

Identifying Special Educational Needs

Early identification of SEND is vital to positive outcomes and teachers are encouraged to raise any concerns about pupil progress or attainment at the earliest opportunity. The SENCO and other school staff will also liaise closely with children joining the school e.g. from Nursery or from another school, to ensure that there is careful planning for need.

Regular assessments of progress are made throughout the school year for every pupil (see Assessment policy) and where pupils are falling behind or making below expected progress, they are given extra support and further differentiated teaching by their class teacher. However, we are mindful that lower than expected achievement may not, in itself, mean that a child should be identified as SEND as we recognise that pupils may have specific gaps in learning that can be addressed by intervention or changes in approach to classroom teaching.

Where pupils continue to make below expected progress, despite High Quality Teaching targeted at their areas of difficulty and access to available evidence-based in school interventions, the class teacher will, after consultation with the parent, complete an Inclusion Referral form. The SENCO will then work together with class teacher and parents/carers, to identify next steps in assessing what are the reasons for the difficulty with particular area(s) of learning and collaborate on problem-solving, planning, support and teaching strategies for individual pupils.

Parents and carers know their children best, and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves. Both these routes can also lead, with parental permission, to further assessment as detailed above.

A Graduated Response to Assessment, Planning and Intervention

Class teachers work in conjunction with the SENCO to follow this *repeating* cycle:



Assess

When a concern is raised about a pupil by a teacher or parent (see Identifying Special Educational Needs), the SENCO, with the class teacher, will analyse the pupil's needs. This will include

- Drawing on teacher assessment and experience of the pupil
- The child's previous progress and attainment
- The child's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Assessments of particular areas by the SENCO or other specialist professional e.g. Speech and Language Therapist

Once this process of analysis is completed a decision will be made about what support should be allocated to the pupil. This may initially be in class support strategies or a specific evidence based intervention.

Where there is lack of response to carefully targeted adaptation to learning and intervention this indicates that planning, intervention and teaching that are additional to or different from that given to other pupils are needed for the pupil to make progress. At this point a decision will be reached between SENCO and class teacher, in consultation with parents/carers, about the implementation of class level SEND support. However, a decision can be made at an earlier point to categorise as SEND support where the need is transparent and urgent e.g. where a new child joins the school with a known high level of need.

Plan

Where it is decided to provide a pupil with specific SEND support, the child's parents will be formally notified and interventions will be put into place in order to better meet the needs of the pupil.

For pupils at SEN support level the class teacher will meet informally with the parent to share the pupil targets and plan together (co-production) what the support will look like in school and how the parents/carers can support with the targets outside of school.

For pupils with an EHCP there will be a termly meeting with parents/carers, pupil (where appropriate), class teacher, LSAs and SENCO to set these targets based upon the long term learning outcomes and related smaller steps detailed in the EHCP. Where a pupil is unable to voice their input for age or developmental reasons alternative methods will be used, such as All About Me profiles, to capture the pupils' voice in this process.

All teachers, and support staff who work with pupils with specific needs, will be made aware of the specific strategies that support their individual needs and look to integrate them into day to day learning.

Do

Class teachers work closely with LSAs, TAs, the SENCO and/or specialist staff to implement the agreed class based strategies or additional interventions alongside the day to day Quality First Teaching and learning. Class teachers are responsible for the day to day implementation of these programmes and to ensure that targets and actions are carried

forward into all aspects of the pupils learning i.e. ensuring that strategies from an intervention are applied in day to day classroom learning.

Review

As part of the review phase, the effectiveness of the support and interventions will be reviewed at an agreed date with the parents / carers and pupil. Progress and areas for development will be shared at the review meeting to aid next step planning. At SEN support level this will be with the class teacher. At EHCP level this will be with class teacher, SENCO and other staff who work with the pupil.

Targets and strategies will also be regularly reviewed in the light of updated assessment information, new information from the parents/carers or pupil, or new or updated information received from professionals e.g. Occupational Therapists, Speech and Language Therapists and Educational Psychologists.

Transition Arrangements

Please see the SEND information report where these are detailed for all phases of entry and onward moves to secondary school or specialist provision from St John's Walworth.

Working with other professionals

These include, but are not limited to:

- School Nurse
- Educational Psychology
- Speech and language therapy
- Other therapies such as physiotherapy and occupational therapy
- Child and Adolescent Mental Health service (CAMHS)
- Summerhouse Pupil Referral Unit (outreach support for behaviour needs)
- Specialist Advisory Teachers e.g. autism support team, hearing and vision impairment and physical disability, severe and moderate learning difficulty outreach from Cherry Garden school.

Training

The SENCO maintains an up-to-date knowledge of SEND matters through regular training. This is extended to other teachers and the TAs or LSAs through internal training arrangements or external courses as appropriate. Wherever possible this dovetails with strategic priorities for the academy and SEND.

Recent and future training is detailed annually in the SEND information report.

Admissions

Admission of children with SEND is considered in line with our admissions policy, which can be found on our website. The school will follow local authority consultation procedures for those children being suggested for placement at St John's CoE Walworth who hold an EHCP prior to entry.

Supporting Pupils at School with Medical Conditions

St John's Walworth CoE Primary School 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 the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs/ Disabilities (SEND) and may have an EHCP which brings together health and social care needs, stating their special educational provision and ensuring that the SEND Code of Practice:0-25 years (2015) is followed.

St John's Walworth CoE Primary School has a strict policy regarding the administration of medicines on the school site (see Medicines policy). If a child needs prescribed medication during the school day, parents and carers will be required to complete a form, authorising school staff to administer the medication. We are unable to administer non-prescribed medication.

Our staff receive regular training in managing some medical conditions that are relevant to the children on roll. Several members of staff are trained as First Aiders.

Raising awareness

We believe that all our pupils will be entering an inclusive world and that fostering values of mutual respect whilst understanding and embracing difference are crucial for our pupils to grow into nurturing members of society. Therefore we aim to work with our pupils to better understand the differences of all within our community including opportunities for both in school learning (e.g. Autism and Downs Syndrome awareness) and collaborative partnerships with special schools.

Wellbeing

We aim to support the emotional and social development of all our pupils, including those identified with SEND.

Class teachers have responsibility for the pastoral care of every child in their class and deliver a broad programme of social and emotional education through Personal, Social and Health Education (PSHE).

Where appropriate, we work with parents to get support from external agencies, including the Early Help service or Child and Adolescent Mental Health Service (CAMHS). We take any suggestion of bullying very seriously and act in strict accordance with the anti-bullying policy.

Where a child with SEND is perceived to be at risk of exclusion we endeavour to work closely with parents/carers and any appropriate external agencies and professionals to introduce strategies to reduce the risk.

Record Keeping

The SENCO is responsible for ensuring that records are properly kept and available as needed.

All SEND pupil documentation is kept in a secure part of the server which only Senior Leadership Team and SENCO admin officer have access to. All class teachers have a folder with SEND information on their class which must be kept in a secure classroom location.

Confidentiality of documentation is regularly reinforced with all staff and in line with the General Data Protection Regulations (GDPR). SEND records must be kept for at least 25 years from the pupil date of birth.

Evaluation of SEND Provision

The SENCO undertakes monitoring and evaluation of inclusive practice and provision for pupils identified as having SEND. From this is developed the on-going action plan for SEND at St John's Walworth. The views of parents of pupils identified as having SEND, and the views of pupils themselves, will be sought and valued as part of this process.

The Headteacher and SENCO meet regularly on the review and development of SEND practice sharing their conclusions with Governors and staff as appropriate.

Accessibility

We endeavour to enable pupil identified with SEND to have access to our facilities, taking known disabilities of pupils and parents into account, wherever possible, when allocating classrooms and planning activities.

All of the school ground floor is wheelchair accessible and there is a lift to the upper floor classrooms. There is a disabled toilet large enough to accommodate changing located in the Reception classroom.

We endeavour to enable children with SEND to have access to extra-curricular activities and school trips that are available to our pupils. This may require additional adult support and enhanced risk-assessment to ensure that everyone's health and safety is not compromised.

We try to prepare children in advance for any new environment or situation through photographs, social stories or other suitable means.

We recognise that some children with SEND may require special arrangements to facilitate their performance in examinations. The SENCO works within the Department for Education's Access Arrangements guidance to arrange this.

Roles and Responsibilities

All teaching and non-teaching staff are aware of the school's policy and procedures for identifying, assessing and making provision for pupils with SEND.

Class Teachers

All teachers in all classes are teachers of children with SEND.

Our teachers have responsibility for:

- Planning, teaching, learning and assessing the progress of all learners in their classrooms. Teachers will need to show particularly careful thought in planning and teaching for those identified as having SEND.
- Where a pupil has an ECHP they should be cognisant of the longer term and shorter term targets set in the plan, and ensure that planning is directed towards the achievement of shorter term targets taken from the plan
- Ensuring TAs and LSAs are well-prepared for each day's learning with clear plans and challenging learning for pupils identified as having SEND

- Liaising closely with the SENCO and other professionals to ensure that advice for pupils with SEND is read, discussed, understood and appropriately implemented
- Ensuring the social inclusion of pupils with SEND alongside their peers promoting understanding of difference, individuality and friendship
- Ensuring learning from individual or group interventions is applied at all available opportunities throughout relevant classroom learning
- Promptly raising concerns with parents/carers and then the SENCO in regards to pupils who are not achieving as well as they should either academically or are experiencing behavioural and/or social, emotional and mental health difficulties
- Ensuring individual pupil targets are addressed and providing verbal or written reports as required to inform annual reviews or other formal meetings
- Providing written or verbal information to the SENCO as and when requested to enable high quality referrals to be made when further professional information is required in the investigation of SEND

SENCO

The SENCO has responsibility for:

- Advocating for and ensuring the right of all pupils at St Johns Walworth to have an inclusive, successful and challenging mainstream education
- Day-to-day oversight of the SEND policy, SEND provision and the SEND Register and for co-ordinating provision and staffing for pupils with SEND
- Ensuring effective use of, in collaboration with the Headteacher, effective deployment of delegated SEND funding
- Liaising closely with the Headteacher, SEND governor, teachers and other school staff, parents/ carers and other agencies/professionals to enable excellent outcomes for SEND pupils
- Ensuring that all staff have access to continuing professional development to meet the needs of all learners in their classrooms
- Maintenance and analysis of whole-school provision map for vulnerable learners
- Liaising with and advising teachers
- Implementing a programme of Annual Review for all pupils with an EHCP ensuring the school is meeting its legal responsibilities
- Carrying out referral procedures to the relevant Local Authority to request an EHCP when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), or known high level of need on entry that a pupil may have SEND which will require significant and sustained support beyond that notionally available from delegated funding (beyond £6000 per pupil)
- Overseeing the smooth running of transition arrangements and transfer of information for pupils with SEND between classes and schools
- Monitoring with teachers, parents/carers and pupils appropriate Individual Education Plans
- Evaluating regularly the impact and effectiveness of additional interventions
- Meeting **at least** termly with each teacher to review and revise learning objectives for all SEND learners in their class who are being tracked on the school's provision map
- Liaising and consulting sensitively with parents and carers of pupils on the SEND list, keeping them informed of progress and listening to their views of progress as well as consulting with them on the school's SEND information report
- Attending area SENCO network meetings and other training as appropriate
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within school)

In accordance with Section 6 of the SEND Code of Practice 2015, our Special Educational Needs Coordinator will be a qualified teacher working at our school. If a new SENCO is appointed, the school will enable them to access accredited training towards statutory NASENCO accreditation within three years of appointment.

Headteacher

The Headteacher has responsibility for:

- Monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- Promoting and supporting an inclusive school culture through actively prioritising high quality practice for SEND in the knowledge it will raise standards for all
- Delegating the day to day implementation of SEND aspects of this inclusion policy to the SENCO

The Headteacher will be informed of the progress of all pupils identified as having SEND and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system
- Maintenance of a whole-school provision map
- Pupil progress meetings with individual teachers
- Regular meetings with the SENDCO
- Discussion and consultation with pupils and parents

SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body
- Make at least one SEND focused school visit per school year and meet with the SENCO.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

Teaching assistants (TAs)

Teaching Assistants (TAs) support groups or individuals children within the class as directed by the class teacher which may sometimes include pupils with SEND. They may also deliver evidence based intervention programmes during the school day. Any staff member may be directed to work with an individual pupil if the pupil with SEND's requires this to access and succeed in learning.

Pupils who are or are not identified as SEND may be withdrawn to work with the TAs in small groups or one to one. Withdrawal of a pupil from class should always be balanced against the right for pupils with and without SEND to be educated with their peers and the impact of missing other curricular learning. TAs liaise with the class teacher or the SENCO about the needs of individual children. TAs are timetabled to support children according to their individual needs.

TAs working more closely with an individual pupil should ensure that learning for those pupils they work with is planned and prepared by the class teacher. Teachers should work with all pupils, including those identified with SEND, across each teaching week. The goal of additional adult support (either teacher, TA or LSA) is to ensure that:

- Pupils identified as having SEND have learning tasks that are cognitively challenging and appropriate to the pupil's needs.
- Pupils identified as having SEND learn with maximum independence and do not become dependent upon additional adult support
- Specific areas of need and development, whether medical, academic or social, are met, to ensure progress in these areas

Parent and carer involvement

The involvement of parents and carers in their children's education is vital and something we embrace. We encourage parents/ carers to contribute their views on their child's SEND at all meetings, formal or informal, and recognise that co-production between school, pupil and parents/carers is critical to enabling pupils identified as SEND to make good progress and thrive at St Johns Walworth. The school's SEND Information Report will be formally consulted on with parents and carers of pupils with SEND to ensure it is fit for purpose.

We have an open-door policy, which means that parents are welcome at any time to make an appointment to meet with either their child's class teacher or the SENCO, to discuss their child's provision and progress and to get advice on how to support their child at home.

Parents and carers will always be informed via the class teacher and/or SENCO if we begin to make SEND provision. The involvement of children and parent and carers is very important to us and vital in supporting the progress of their child.

Class teachers provide an annual report for parents and carers on their child's progress and share all professional reports and assessments with them.

Where a child is receiving SEN support, further meetings are offered to discuss support and review progress. Where a child has targets these will be reviewed termly with the class teacher, pupils and parents/carers. Parents and carers will be given an up-to-date copy and be offered a chance to talk to the SENCO about their child's provision and progress.

Where a child has an EHCP there will be formal termly review meetings of the child's progress which SENCO, class teacher, TAs and parents/carers will be invited to attend.

More information on what is available to support parents of children with SEND and their parents/carers in Southwark can be found on the Southwark Local Offer website (localoffer.southwark.gov.uk) and detailed in the SEND information report.

Judging our effectiveness

We will know that our policy is effective when:

- Pupils with SEND show us and/or tell they feel included and parents/carers tell us they and their child feel welcomed and supported

- The school works collaboratively with parents/carers, professionals, local authorities, diocese and agencies to ensure that any SEND needs are identified early and effective action is then taken
- The school's culture, practice, management and deployment of resources are designed to ensure all children's needs are met
- The school uses evidence based practice when using or devising interventions
- Interventions for each pupil are reviewed regularly to assess their impact, the pupil's progress, and the views of the pupil, their teachers and parents
- School staff work in partnership with parents, taking account of the views of individual parents in respect of their child's particular needs
- Pupils identified as having SEND will be making good progress, academically and socially, relative to their starting points
- Resources, human and financial, are used efficiently and effectively
- A co-operative and multi-disciplinary approach is taken to the resolution of issues

Complaints

Appointments may be made with the SENCO who will investigate and try to resolve any issues. Should this not resolve the issue or the SENCO is unavailable appointments can be made with the Headteacher.

If these steps do not resolve the issues parents/carers should consult the school's Complaints policy on the website.

Reviewing the SEND Policy

The policy will be reviewed annually for amendment by the SENCO in light of ongoing development of practice and changes to legislation. The Governing Body considers this policy annually. The Headteacher reports the outcome of the review to the full governing body.

Policy written: January 2019

Next review: January 2020