

# SEN policy and information report

## St John & St James C of E Primary School



**Approved by:** [Name]

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**Last reviewed on:** [Date]

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

**Everyone at St John and St James is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. The Special Needs policy at St John & St James supports the stated ethos of the school that it is an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven.**

## 2. Legislation and guidance

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This policy and information report is based on the [statutory Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Miss P Griffin.

She will:

- Work with the headteacher, Deputy Head Teacher (Inclusion) and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher, members of the Senior Leadership Team and Governing Body, to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

### **4.3 The Headteacher**

The Headteacher will:

- Work with the SENCO and Deputy Head Teacher (Inclusion) and SEN governor to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

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- Communication and interaction difficulties including Autism and Asperger's Syndrome.
- Speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Although we may not always be able to support pupils with the most severe and complex needs, we will always attempt to do so and liaise with other professionals and settings to make decisions based on the needs of the child. Currently at St John and St James 3.4% of pupils have an EHCP, 19% of pupils on SEN support)

## 5.2 Identifying pupils with SEN and assessing their needs

At St John & St James we identify children with SEN as early as possible by assessing each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. This may include progress in areas other than academic attainment, for example, social needs, emotional wellbeing and good mental health.

- Children are assessed for language development during their time in Nursery. This is to assess their understanding and expression of the spoken word. Early intervention is important as these skills are important for learning.
- Teachers are constantly assessing and monitoring pupils in their care as part of their daily work.
- Regular pupil progress meetings also help identify pupils who are not making expected progress and, therefore, require targeted support.
- Children who fail to make expected progress, despite a targeted plan, may need more specialised assessments. These are arranged through discussion with the class teacher, parents and the SENCO. Depending on the specific need a specialised assessment may be carried out by an Educational Psychologist, Dyslexia Specialist, Speech & Language Therapist, Occupational therapist or Physiotherapist. Some children may need to be referred to a Paediatrician or CAMHS.
- We work closely with parents/carers to incorporate advice from other professionals into the child's learning plan.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

## 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

A learning support plan will be written by the class teacher and this will be reviewed 3 times during the academic year.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Jungle Gym
- Language and Social Skills Group
- EAL Speech & Language Group
- Specific small group interventions which take place both in and out of class

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have a number of teaching assistants who are trained to deliver interventions such as Jungle Gym, Language and Social Skills and Speech and Language support.

Teaching assistants will support pupils on a 1:1 basis when ...

Teaching assistants will support pupils in small groups when ...

We work with the following agencies to provide support for pupils with SEN:

- Behaviour Support Service (SWERLL)
- Educational Psychology Service
- Speech Therapy Service
- Hearing impairment services
- Visual impairment services
- Schools Special Needs Officer for children with SEN

We also have an in-house counselling service (Haven) which children can access if necessary.

## **5.9 Expertise and training of staff**

All our teachers are considered teachers of children with SEN, and training is an on-going and integral part of our CPD (Continued Professional Development) programme. We regularly share good practice within the school whilst also drawing on expertise from other professionals and specialists.

Our SENCO is new to the post but is supported by one of the Deputy Head Teachers who has experience of working as a SENCO.

They are allocated 2.5 days a week to manage SEN provision.

We have a team of teaching assistants, including one higher level teaching assistant (HLTA) who has received training to support SEN provision.

In the last academic year, staff have been trained in differentiation and attachment disorder.

We use specialist staff for Jungle Gym and Language and Social Skills groups.

For pupils with medical needs, detailed care plans are compiled with support from the school nurse/specialist nurse in consultation with parents or carers.

Where necessary and in the agreement with parents/carers and health professionals, medicines can be administered in school. A signed medicine consent form is required.

We have a number of key persons who have first aid training.

We have an 'anticipatory' duty of care and work closely with health and educational professionals, parents/carers to accommodate a pupil's needs.

## **5.10 Accessibility of the school environment**

The school is on two levels with stairs and lift access to the upper floor. Disabled toilets are available on the ground floor. Some of our staff speak a variety of languages and are available to translate during arranged appointments. If a pupil needs specialist equipment advice is taken from the relevant professionals.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 12 weeks.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using learning support plans and pupil assessment meetings to measure progress.
- Holding annual reviews for pupils with statements of SEN or EHCP plans.

## **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. Risk assessments are carried out and procedures put in place to enable all children to participate. However, if it is deemed that an intensive level of support is required then a parent/carer may be asked to accompany their child.
- Pupils with medical needs - detailed care plans are compiled with support from the school nurse/specialist nurse in consultation with parents or carers.
- Where necessary and in the agreement with parents/carers and health professionals, medicines can be administered in school. A signed medicine consent form is required to be signed.

- We have a number of key persons in school who have first aid training.
- We have an 'anticipatory' duty of care and work closely with health and educational professionals, parents/carers to accommodate a pupil's needs and ensure a smooth transition to our school.

### **5.13 How is extra support allocated to children with SEND at St John and St James?**

- The school budget, received from Enfield LA, includes money for supporting children with SEND who have a Statement of Educational Needs or an Educational, Health and Care Plan (EHCP)
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- Parents who have a child with an EHCP are consulted about how funds can be best used to support their child during joint consultation meetings, or multi-agency meetings (MAM)
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected

and decide what resources/training and support is needed. All resources/training and support are reviewed regularly, and changes made as necessary.

### **5.14 Working with other agencies**

**School staff work with many other agencies. Some children and families will need to be referred to an external professional so that we can access support and advice from them. This is most often the case when quality first teaching and intervention groups have not helped your child to make enough progress. Parents need to give their consent so that a referral to a professional can be made. Waiting lists for these professionals can be long and so it is advisable to refer your child as soon as you feel it necessary. If it is a health or medical matter, parents may also go to their GP for these referrals as sometimes this can be quicker than referring through school.**

**Agencies the school may work with:**

**DAZU counselling service  
 Educational Psychology Service  
 CAMHS (Child and Adolescent Mental Health Service)  
 School Nurse/Health Advisor  
 Speech and Language Services  
 Social Services  
 Behaviour Support Services  
 Education Welfare Officer  
 Early Years Support Intervention  
 Russet House School Outreach Service  
 Waverly School Outreach Service  
 Early Years Specialist Speech and Language Therapist for Autism  
 Hearing Impairment Service  
 Visual Impairment Service  
 Occupational Therapy  
 Physiotherapy**

### **5.15 Complaints about SEN provision**

If there are any complaints relating to the provision for children with SEND, they will be dealt with in the first instance by the Class Teacher and SENDCO and then, if necessary, by the Senior Management Team. The governor with specific responsibility for SEND may also be involved. If the complaint cannot be resolved, it should be pursued through the general Governing Body's complaints procedure (see the School's Complaints Policy).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **5.16 Contact details of support services for parents of pupils with SEN**

### **Enfield Parent Partnership Service**

The Parent Partnership Service gives free, independent, confidential and impartial advice and support to parents and carers.

Phone: 0208 373 2700

[enquires@enfieldparents.org.uk](mailto:enquires@enfieldparents.org.uk)

### **Our Voice**

A parent-led organisation seeking to improve services for children with disabilities in Enfield.

Phone: 07516 662 315

[info@ourvoiceenfield.org.uk](mailto:info@ourvoiceenfield.org.uk)

### **Contact a Family**

Contact a Family is the only national charity that exists to support the families of disabled children, whatever their condition.

Phone: 0207 608 8701 [www.cafamily.org.uk](http://www.cafamily.org.uk)

[info@cafamily.org.uk](mailto:info@cafamily.org.uk)

### **Council for Disabled Children (CDC)**

CDC's vision is a society in which disabled children's needs are met, their aspirations supported and their rights respected.

Phone: 0207 843 1900

### **Independent Parental Special Education Advice (IPSEA)**

A national charity providing free legal based advice to families who have children with special educational needs. All advice is given by trained volunteers.

Phone: 0800 0184016

### **Home-Start Enfield**

Focusing on vulnerable children, Home-Start supports families with at least one child under the age of five by offering practical and emotional support, either in the family's own home and/or with group work.

Phone: 0208 373 2716

[admin@homestart-enfield.org.uk](mailto:admin@homestart-enfield.org.uk)

### **Community Parent Support Service**

The Community Parent Support Service is available to all families living in Enfield and works with parents of children aged 0-18 to address concerns and issues before they escalate and become a problem.

Phone: 0208 372 1500

### **Informed Families (IF)**

Enfield's Family Information Service - run by Enfield Council's Community Access, Childcare and Early Years (CACEY) service.

[www.enfield.gov.uk/if](http://www.enfield.gov.uk/if)

#### **5.16 The local authority local offer:**

Enfield's Local Offer can be found at: [Click here](#) to view Enfield's Local Offer

#### **6. Monitoring arrangements**

This policy and information report will be reviewed by Jo Nagle, Deputy Head Teacher, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

#### **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility Policy
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- E-Safety Policy