

St John & St James Church of England Primary School



SEN Policy and Information Report

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1. Vision and introduction

This policy and the practice contained within it are a vital part of how we put into action our vision statement for St John and St James C of E Primary School. Our vision is 'life in all its fullness' (from John 10:10); for all our children, their families, and the whole staff team. The children are at the heart of all that we do, and this vision statement inspires us to focus on what is most important – enabling all children to flourish.

At St John and St James, children are given opportunities to explore who they are; their passions, interests and aspirations. We have high expectations of all our children, and are continually striving to be the best we can be, constantly reflecting on how we can better see our vision realised in our school community. We believe that we provide our children with an excellent start to life; giving them the skills and confidence to flourish both now and in the future. Our vision statement goes alongside the 6 key Christian values of our school: respect, community, forgiveness, thankfulness, peace, perseverance.

St John and St James welcomes pupils with Special Educational Needs (SEND), and they are admitted along with all other pupils in line with the school's admissions policy. Staff and governors are committed to equal provision, access, choice and opportunity for all, and the school strives to ensure that all pupils have the chance to succeed, whatever their individual needs and whatever the potential barriers to their learning. The school community is committed to being fully inclusive, giving all pupils access to a broad and balanced curriculum, ensuring that pupils with SEND strive to make good progress and make at least adequate progress, as defined by the SEND Code of Practice: 0-25 years (2014, updated 2020).

Pupils with an Education, Health and Care Plan (EHCP) are admitted alongside their peers, unless it is felt that the school cannot meet their needs adequately or where suitable provision would be incompatible with the provision of efficient education for other pupils.

Where mobility is an issue, there is lift access to the upper floor of the school building. Disabled toilets are available on the ground floor. There is easy access to the playground, assembly/dining hall and group teaching rooms.

2. Aims

The aims of our SEND policy and information report is to ensure that:

- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximised at every stage of their time at St John and St James;
- We identify and assess children with SEND as early as possible;
- We create an inclusive environment that meets the special educational needs of each child;
- All procedures for identifying children with SEND are known and understood by everyone;
- We make clear the expectations of all partners in the process;
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND;
- Records relating to SEND follow a child through school and at transition points and are clear, accurate and up to date;
- We raise staff awareness of and expertise with SEND through CPD;
- We work in partnership with parents;
- We maintain close links with the support services and other professionals and agencies;
- It can be used to help secure life in all its fullness for all children where possible; we aim to provide the same/similar opportunities for children with SEND.

3. Legislation and guidance

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

4. Definitions

At St John and St James, we use the definition for SEN and of disability as outlined in the SEND Code of Practice (2014, updated 2020): a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

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

A disability under the Equality Act (2010) is defined as '... 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.'

5. Information about the school's provision for pupils with SEND.

The SENCo and Deputy Head Teacher (Inclusion) work closely with teaching teams to consider the best possible provision in terms of classroom practice and differentiation in lessons. They are committed to providing Quality First Teaching and intervention to ensure that all pupils with SEND flourish during their time at St John and St James.

Some children join the school when additional learning needs have already been identified; however, most children's needs become apparent once they have begun school. We aim to identify children with additional learning needs as early as possible in order to put in appropriate levels of support for them and minimise any difficulties they may experience with aspects of their learning and social development in the future. We identify children with additional needs in the following ways: class teacher observation, concerns raised by parents/carers, records passed on by early years providers or other previous school settings, regular monitoring of children's progress in relation to the typical development of their peers and appropriate national attainment expectations, and expressions of concern from involved adults (e.g. parent, teacher, health worker).

The school monitors progress and achievement at termly meetings with class teachers and school leaders. The Code of Practice underlines the importance of Quality First Teaching and the class teacher taking the lead on daily educational provision for every pupil in their class, including pupils with SEND.

The school remains committed to making the appropriate staff available (usually the SENCo) to observe pupils in their classes, in order to monitor and assess progress and to ensure appropriate provision is in place.

Where a pupil requires a differentiated programme or targeted intervention in one or more areas of learning, parents will meet with school staff to discuss placing the pupil on the SEND list in order to ensure that they receive the best provision and impact.

For some pupils, it will be helpful to use the school's Learning Support Plan (LSP), which can be drawn up as deemed appropriate to meet the needs of the individual pupil with SEND. This will reflect barriers to learning, plus agreed targets, planned provision and intervention. It will also reflect the impact intended, and will form an outcome-focused record with a clear review schedule.

For some pupils with significant SEND, additional reports and recommendations from specialists, such as educational psychology, speech and language therapy, might indicate that consideration should be given to the school making an application to the local authority for an education, health and care plan (EHCP) to assist the school in making reasonable provision to meet the pupil's needs in school.

5.1 Individual support for pupils with an EHCP

This type of support is available for children whose learning needs are significant, complex and lifelong. This means the pupil will have been identified by the class teacher and SENCo as needing a more intensive level of specialist support than that which can be accessed through the resources available to provide SEN Support.

- The school can make a request to the local authority for an Education, Health and Care (EHC) Needs Assessment.
- After the school have sent the request to the local authority (with supporting information and reports by other professionals or specialist services, records of provision already implemented by the school, and a parental contribution), the local authority will decide if they think the pupil's needs are significant enough to set up an EHC Needs Assessment.
- The local authority may request further professional reports to help with the decision around whether an EHCP would benefit the pupil.
- The outcome may be for the local authority to write an EHCP. The EHCP will outline long and short term objectives, and support the pupil will receive in order to achieve these outcomes.
- If this is not the case, they will ask the school to continue with SEN Support.

6. Roles and responsibilities

6.1 The SENCO

The SENCO is Mrs H Brown. She can be contacted through the school office on the telephone number 020 8807 2587 or by email at senco@stjohnandjames.enfield.sch.uk.

She will:

- Work with the Head Teacher, 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 Head Teacher, 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.

6.2 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 Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

6.3 The Head Teacher 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.

6.4 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.

6.5 The teaching assistant (TA) or Learning Support Assistant (LSA) is responsible for:

- Supporting pupils in class under the direction of the class teacher;
- Implementing a range of intervention programmes according to the pupil's needs;
- Reporting on the achievements and progress of children they are supporting to the class teachers and the SENCo.

7. SEN information report

7.1 The kinds of SEN that are provided for

Pupils with SEND often have learning difficulties that make it harder for them to learn than most pupils of the same age. These pupils may need extra or different help from that given to others. Special Educational Needs are broadly defined by the following four areas of need:

- Communication and interaction. Children may have difficulty in communicating with others, expressing themselves, understanding what is being said to them or not understanding or having difficulties with the social rules of communication. This area of need includes Autism (ASD).
- Cognition and learning. Learning difficulties cover a wider range of needs, e.g. moderate learning difficulties (MLD); profound and multiple learning difficulties (PMLD); specific learning difficulties (SpLD), such as dyslexia, dyscalculia or dyspraxia.
- Social, emotional and mental health. Children can become withdrawn or isolated, or display challenging or disruptive behaviours. These behaviours may be due to mental health difficulties such as anxiety or depression. This area of need also includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and attachment disorder.
- Sensory and/or physical needs. As well as physical disability, this area includes vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI).

7.2 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. If a child arrives later, or potential language development needs become apparent later, then they will be assessed as early as possible to enable swift intervention.
- Teachers continually assess and monitor 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 the Child and Adolescent Mental Health Service (CAMHS).

7.3 Consulting and involving pupils and parents

The views and wishes of each child, alongside those of their parents or carers, are central to the SEND provision at St John and St James. The school is committed to developing a positive and supporting relationship between home and school, and no pupil will be added to, or removed from, the SEND list without prior discussion with the parents/carers.

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.

Parents of pupils with SEND will have opportunities to meet with the class teacher across the school year during Parent Consultation week, but also more regularly as the need arises. These may involve not only the class teacher, but sometimes the SENCo or the support staff working closely with the child. For pupils with an EHCP, there will be an Annual Review meeting each year that will include parents/carers and the school, and may include other professionals working with the pupil.

Children's perspectives and input are key to our planning and provision, and this is reflected in the section for pupil comments on the school's Learning Support Plans. We seek to work with children to address and overcome their barriers to learning, involving them in the process as much as possible. Staff work to ensure that all pupils experience success in their learning, seeing themselves as successful learners working with the teaching team who value their contribution and the progress that they make.

All teaching staff are committed to giving realistic but challenging targets for all pupils. They work to ensure that pupils with SEND do not feel overwhelmed by targets, as their learning may be at a different pace to that of some of their classmates. In progress and achievement, small steps are celebrated.

7.4 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 teacher (sometimes in collaboration with the SENCo) will 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

The child's needs will be reviewed regularly. For most children with an identified additional need, Quality First Teaching will be used to address this in the classroom. If the teacher feels it is necessary, additional interventions will be put in place to address a child's specific need(s). In some cases, the teacher and SENCo may decide it is necessary for a child to have a Learning Support Plan, which sets out the graduated approach in a more formal manner. These plans may have input from external agencies. If a child's need is considered to be more complex, an application for an EHCP would be made.

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.

7.5 Supporting pupils moving between phases and preparing for adulthood

The school is committed to making staff available to meet with teachers and parents of pupils with SEND before they join the school, so that specific needs and concerns can be addressed and appropriate preparation made for a child's needs on entry.

- The school makes every effort to seek records from previous schools attended by its pupils and to send on records to any new school to support transition.
- Prior to transfer to secondary school, class teachers and the SENCo will work closely with the 'receiving school', including inviting staff to attend any Year 6 Annual Reviews.

7.6 Our approach to teaching pupils with SEND

Every teacher and member of support staff is aware of their responsibility to provide equal access and, where appropriate, additional provision. The school aims, where possible, to meet the needs of pupils with SEND in the classroom, using Quality First Teaching.

- The school is committed to providing a variety of intervention programmes to support pupils in the development of basic skills.
- When planning support and intervention programmes, careful consideration is given to the class timetable, as the school is committed to ensuring that all children complete the National Curriculum programmes of study.
- The school makes provision to support individual pupils to enable them to participate effectively in the curriculum and assessment activities. For the end of Key Stage 1 and 2 SATs, access arrangements can be employed, including readers, transcription, rest breaks, and where a pupil's needs meet the criteria, an application is made for additional time for test papers.

7.7 Adaptations to the curriculum and learning environment

The SEND Code of Practice focuses on meeting children's needs in the classroom. All teachers have responsibility for effective teaching of pupils with SEND and all staff have the responsibility of meeting the needs of each individual pupil in their class to the best of their ability, with or without formal assessment. High quality teaching is our first step in responding to pupils who have SEND.

We make the following adaptations as part of Quality First Teaching to ensure all pupils' needs are met:

- Inclusive teaching strategies are embedded in everyday classroom practice, such as sharing information, collaboration and group role.
- Differentiating our curriculum to ensure all pupils are able to access it, for example by group 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.
- Teaching in small groups

The school is on two levels with stairs and lift access to the upper floor. Disabled toilets are available on the ground floor. If a pupil needs specialist equipment advice is taken from the relevant professionals.

7.8 Additional support for learning

Wherever possible, we strive to provide one teaching assistant in each year group. However, this can vary year on year. The teaching assistant and class teacher work as a team in order to provide support to all children in the class, whilst enabling them to develop independent learning skills and the confidence to complete tasks or activities on their own.

Where Quality First Teaching does not allow the child to make sufficient progress, additional support for learning may be provided, such as interventions (short programmes of support targeted at a specific need and where progress is measured from a baseline, usually provided by a teaching assistant). In rare cases, it may be deemed appropriate for 1:1 support to be provided for a pupil in order to support their access to the curriculum.

We are committed to working with other professionals and external agencies in order to integrate support for the child. The SENCo liaises with various professionals and external agencies to support children with SEN. These may include:

- Educational Psychology Service
- Behaviour Support Service (SWERRL)
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Visual impairment services

We also have an in-house counselling service which children can access.

7.9 Expertise and training of staff

The school is committed to staff being given the opportunity to attend additional training to meet the needs of pupils in their care. This can take the form of:

- courses organised by the local authority and a great variety of other specialist organisations;
- school-based training with a guest speaker or trainer with specialist knowledge;
- and in-house training given by school staff with specialist training or colleagues disseminating information from courses recently attended.

7.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

The school is committed to ensuring that all pupils have access to all school activities, including additional clubs, both at lunchtimes and before/after school, and we would make every effort to make reasonable adjustments to allow children with specific needs to participate. Where learning is to take place off site at museums or similar, staff work with parents and support staff to facilitate the inclusion of all pupils. Risk assessments are undertaken for all outings and activities taking place off site with due diligence given to the safety of all staff and pupils.

7.11 Support for improving emotional and social development

St John and St James seeks to offer a nurturing environment where the wellbeing of pupils takes priority. Staff are vigilant about the needs of our children, and offer a high level of pastoral support. Children are encouraged to speak to a trusted adult in the school if they have concerns and/or are

worried. There are talk time (worry) boxes in every classroom that provide a way for children to self-refer to the in-house counsellor if they would like to speak to someone.

7.12 Working with other agencies

The school is committed to ensuring that specialist advice is available from other professionals where appropriate. Efficient referral procedures are in place and staff are committed to working collaboratively to ensure adequate provision for the wellbeing and progress of individual pupils.

Agencies that the school may work with:

- Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse/Health Advisor
- Speech and Language Therapy Service
- Social Services
- Behaviour Support Service (SWERRL)
- Education Welfare Officer
- 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

7.13 Complaints about SEND provision

We hope that we are able to work successfully with all parents to meet your child's additional needs. However, if you are not happy that concerns are being managed or you are not satisfied with the provision being made to meet your child's needs, you should speak to the SENCo, Deputy Head Teacher (inclusion) or Head Teacher.

If you are still not happy, you should speak to the school SEND governor.

It is hoped that a complaint can be resolved without formally invoking the complaints procedures as set out in the school's complaints policy. The complaints procedure is easily accessible on the school website: <https://www.stjohnandjames.enfield.sch.uk/school/policies/>

7.14 Contact details of support services for parents of pupils with SEND

The SENCo will share information with you about local support groups, courses for parents and holiday activities that are relevant to your child's needs.

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

Our Voice

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

Phone: 07516 662 315

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

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

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

7.15 The local authority local offer

Each borough works with parents, young people, voluntary organisations, and professionals in health and social care to design a local offer that will set out information regarding children with SEND in a clear, accessible way. Find out about the services Enfield has to offer by clicking on the following link: <https://new.enfield.gov.uk/services/children-and-education/local-offer/>

8. Monitoring arrangements

This policy and information report will be reviewed by Holly Brown **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board. The governing body is actively involved in monitoring the provision for pupils with SEND, their progress and supporting their families. The nominated governor for SEND is Jane Robinson.

9. Links with other policies and documents

This policy links to our policies on:

- Accessibility

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- E-safety