St John's – SEND Procedures

SENDco: **Julie Spikings**

SEND Report - https://www.stjohnsmsn.co.uk/our-church-school/key-policies-and-information/send.htm

Local Offer - Special Educational Need or Disability (SEND) Local Offer | Live Well in Bath & North East Somerset

Link to MNSP Trust policies - https://sites.google.com/msnpartnership.com/externalpolicies/home

Introduction

St John's Primary School has a named SENDCo (Julie Spikings) and a named Governor responsible for SEND. They ensure that the St John's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014) and other policies currently within the school.

The Special Educational Needs and Disability Code of Practice (0-25) 2014 states that:
"A child or young person has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England."

Aims and Objectives

Aims
To identify children as early as possible and meet the needs of all children who require support academically, socially, emotionally or physically.
To provide all children with equality of opportunity in all aspects of school life.
To maintain aspirations of and high expectations for all pupils with SEND.

Objectives
To identify and provide for pupils who have special educational needs.
To work within the guidance provided in the SEND Code of Practice, 2014.
To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
To provide a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEND policy.
To provide support and advice for all staff working with pupils with special educational needs.

Identifying Special Educational Needs

Section 6 of the SEND Code of Practice sets out four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; sensory and/or Physical Needs. A child may have needs in any one or a combination of these areas. SEND in some children can be identified at an early age but for others the difficulties become more apparent as they develop. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At St John's the needs of the whole child are considered not just the special educational needs of the child.

It is the responsibility of the class teacher to provide quality first teaching for all pupils. A pupil is only identified as having SEND if they do not make adequate progress once they have received planned interventions and adjustments and good quality personalised teaching.

Managing Pupils on the SEND register

Pupils with SEND are assessed and reviewed in line with the school 'Assess, Plan, Do Review' procedures. In addition to this, the SENDCo meets formally with each class teacher three times a year to monitor progress and provision. At this time Individual Support Plans and Provision Maps are reviewed and updated accordingly. The setting of new targets is the responsibility of the class teacher alongside the SENDCo, pupil and parent. Provision may be in the form of support from a Teaching Assistant, SENDCo or one of the Outside Agencies such as Speech and Language, Occupational Therapist or Educational Psychologist. The engagement of specialist services is managed by the SENDCo and all referral forms, reports and correspondence are held centrally on the School's Google Drive. In some circumstances additional funding and support are needed over and above that which the school can provide from within its own budget. In this event, the SENDCo, working closely with the family and Outside Agencies, will apply to the Local Authority to request a statutory assessment. This may or may not lead to an Education, Health and Care Plan being awarded. In addition to the normal school SEND review procedures, an Education, Health and Care Plan is reviewed annually and reports from this meeting are sent to the Local Authority.

Exiting the SEND register

As part of the 'Assess, Plan, Do, Review' process, it may be deemed that a pupil no longer needs additional support and at this point they will be taken off the SEND register but their progress and attainment will continue to be closely monitored.

Involvement of parents

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. The school keeps the parents fully informed and involved at all stages of the special needs process, taking account of their wishes, feelings and knowledge.

We encourage parents to make an active contribution to their child's education and meet with them at least three times a year to share and discuss the progress of their child. We inform parents of any outside intervention and share the process of decision making by providing clear information relating to the education of their child. Should parents have any queries or concerns they are encouraged to make an appointment to speak to the class teacher and/or SENDCo.

The school SEND Information Report is accessed through the school website http://stjohnsmsn.co.uk/our-church-school/key-policies-and-information/send.htm. The Bath and North East Somerset SEND Local Offer is available for all parents on https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send.

Involvement of Pupils

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Pupils are encouraged to contribute to the assessment of their needs, target setting and the review and transition process.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the whole school. The governing body, head teacher, SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day to day responsibilities. All teachers are teachers of children with special educational needs and disabilities.

The SENDCo has the responsibility:

- For the day to day operation of the school's SEND policy.

- To liaise with, support and advise colleagues in the assessment and identification of children with special educational needs.
- To coordinate appropriate provision for children with special educational needs including the effectiveness of resources.
- To work with colleagues to ensure children with SEND have the same learning opportunities as their peers. Adaptation of tasks may be needed to ensure all children can access curriculum activities.
- To provide, in consultation with class teachers, individual, small groups and in class support for children with special educational needs and disabilities.
- To liaise, or arrange contact between primary or secondary schools before, at and beyond the point of transfer.
- To oversee the records of all pupils with special educational needs.
- To liaise with parents of children with special educational needs, providing information about support available for children with special educational needs in school, from the Local Authority and voluntary organisations.
- To liaise with external agencies.
- To assist in identifying, arranging and contributing to the in-service training of staff.
- To contribute to and develop collaboration between schools within the local network on all aspects of special educational needs and disabilities.
- To liaise with teaching assistants and ensure that they are all fully aware of the schools procedures for identifying, assessing and making provision for pupils with special educational needs.
- To liaise with the governing body as necessary, through the nominated SEND Governor.
- To coordinate provision for looked after children.

The SEND Governor has the responsibility:

- To take a particular interest in and closely monitor the school's work on behalf of children with special educational needs.
- To meet regularly with the SENDCo.

The Governing Body has the responsibility:

- To do their best to ensure that the necessary provision is made for a pupil who has special educational needs.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- To consult the Local Authority and the governing bodies of other schools when it seems to them necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- To report annually to parents on the school's policy for pupils with special educational needs.
- To ensure that the pupils join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the special education needs provision, the efficient education of the pupils with whom they are being educated and the efficient use of resources.
- To have regard to the Code of Practice (2014) when carrying out their duties toward all pupils with special educational needs.

Training and Resources

In order to maintain and develop the quality of teaching and provision in responding to the strengths and the needs of all pupils, all staff are encouraged to undertake training and development in the area of SEND. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The Governors provide, from the school's budget, the funds to facilitate a range of SEND resources including:-

- A designated SENDCo who is non class based.
- A team of Teaching Assistants

- Membership of the MSNP Trust SEND Network which provides termly Network meetings for the SENDCo, ongoing professional support, staff training and access to the Network external professionals.
- A range of specialist resources for pupils and staff to use.

Safeguarding pupils with special educational needs or disabilities

Those pupils with special educational needs or disabilities may be more at risk of abuse than their peers. The school works closely with these pupils and families and listens to the pupils themselves through the process for formulation and regular review of additional support plans.. Particular attention is given to those who may struggle to communicate with adults. See Child Protection and Safeguarding policy.

Dealing with Complaints

The procedures for dealing with complaints are set out in the 'Complaints Procedure and Policy' document. In addition to this, if parents require further support or information they may contact the Family Information Service.

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