

# ST JOHN'S CATHOLIC PRIMARY SCHOOL

*Let the light of Christ shine in us'*



## SPECIAL EDUCATIONAL NEEDS POLICY SEPTEMBER 2020

THE DIOCESE OF WESTMINSTER ACADEMY TRUST  
A CATHOLIC ACADEMY

**Ownership: Full Governing Body**  
Document Date: September, 2020  
Review Date: September, 2021

**Updated: September, 2020 by Mrs K. England (SENCo)**

**Policy Review: September, 2021**

This policy will be reviewed by the Governing Body on an annual basis.

**Signature:** Thomas Timson  
**Acting Headteacher**

**Date:** .....

**Signature:** Deborah Lodge  
**Chair of Governors**

**Date:** .....

This policy complies with the statutory requirements laid out in the SEN Code of Practice (2014) and has been written with reference to:

- Equality Act 2010
- Social Care Act 2012
- Statutory Guidance on Supporting Children in School with Medical Conditions-DfE September 2014
- Keeping Children Safe in Education DfE September 2020

### **Aims and Objectives:**

We, at St John's Primary School, aim to ensure that all pupils with SEN:

- experience success
- feel confident and have a positive attitude
- receive appropriate provision through a broad and balanced curriculum
- are able to speak freely, have an opinion and know that they are valued and matter
- have their progress and needs regularly reviewed
- have parental and other professional support services working collaboratively

### **What is Special Educational Needs (SEN)?**

The Special Educational Needs and Disability Code of Practice (2014) states that 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 or mainstream post-16 institutions.

Many children or young people who have SEN may have a disability under the Equality Act 2010:

- 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.

### **Identifying SEN:**

The Code of Practice outlines four broad areas of special educational need. The identification of area(s) of need enable us to plan for the most appropriate provision.

The Four Broad Areas of SEN are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

#### **A Graduated Approach to SEN:**

All teachers are responsible for the progress and development of the children in their class. All teachers will provide quality teaching to meet the needs of every child. A range of teaching strategies will be used by all teachers, which will include differentiation of resources, activities, support and outcomes. At certain points in the year, pupil progress meetings take place between the class teacher and Senior Leadership Team to review the progress of all children in the class.

When a child has been identified as not making adequate progress, the class teacher will increase the amount of support for the child. This may, for example, include a maths intervention group, a specific resource to use in class or daily reading to a Teaching Assistant. The additional interventions or support are populated on the year group Provision Map which is updated termly following discussions between the class teacher and Special Educational Needs Co-ordinator (SENCo). Children who are receiving additional interventions or support may not necessarily be described as having SEN but require 'catch up' support.

For a small number of children, the additional interventions or support may not be enabling them to make adequate progress and therefore *"has a significantly greater difficulty in learning than the majority of others of the same age"* and at this point the child will be identified as having SEN. They will be recorded on the school data-base as 'SEN Support'. Parents will be informed that this has taken place.

At this stage the class teacher will meet with the SENCo. They will analyse the child's progress against expected outcomes, alongside any barriers to learning when considering the next steps for the child. We will then begin the 4-Part Cycle:

- **Assess** – Parents and child to attend a SEN Support Plan meeting. At this point the child's current progress, any barriers to learning and any home concerns will be discussed.
- **Plan** – During the same meeting a plan is created which may include agreed or additional support
- **Do** – This is the period of time when the plan is carried out.
- **Review** – During this meeting school, parents and child will discuss the effectiveness of the support and the impact on the child's progress.

At all times during this process the views of the parents and child are crucial during any decision making. These meetings take place termly.

In consultation with the parents, the school may seek additional advice from outside professionals to support the needs of a child. At St. John's we work closely with (to name but a few):

- Educational Psychologists
- Speech and Language Therapy
- Occupational Therapy
- Advisory Teachers
- Family Support Worker

### **Roles and Responsibilities:**

Headteacher:

The Headteacher has responsibility to:

- Manage all aspects of the school's work, including provision for SEND pupils
- Keep the governing body informed about SEND issues

### **SENCo:**

The SENCo's key responsibilities include:

- Overseeing the day-to-day running of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing teaching assistants
- Overseeing the records of all the children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with the external agencies including health and social services, and voluntary bodies

### **Class teachers are responsible for:**

- Including pupils with SEND in the classroom and for providing an appropriately differentiated curriculum through quality first teaching
- Ensuring that they access all available information and support to make effective educational provision for looked-after children and SEND pupils
- Giving feedback to parents of pupils with SEND

**Governors:**

*The governing body will ensure that:*

- SEND provision is an integral part of the School Improvement Plan
- They have regard to the requirements of the SEND Code of Practice (2015) and review policy if significant changes take place
- The progress and attainment of children with SEND are monitored and evaluated when reviewing the effectiveness and quality of the school's support for pupils with SEND
- They are fully informed about SEND issues
- They set up appropriate staffing and funding arrangements

**Admissions:**

The admission of pupils with an Education, Health and Care plan is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of EHC Plans by the child's home Local Education Authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. Parents may name St Johns as being the school that can best meet the educational needs for their child; in this case the Governors are compelled to accommodate the child. You are welcome to contact the school for further information.

**Storing and Managing Information:**

In accordance with the GDPR, we will always ask parents' permission before sharing records with outside professionals other than those to whom we have a legal obligation (e.g. DFE). Any records regarding child protection issues will be stored by the Headteacher, who is our Designated Person for Safeguarding, and will be shared only with agencies when it is in the interests of that child as the school has a lawful obligation to do (e.g. Children' Services / the Police). Please see the GDPR Privacy Notice for further information.

Records will be retained in line with legal requirements and will be passed on to the children's Secondary School.

**Complaints:**

Should parents/carers be unhappy with any aspect of provision, they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the SENCo. Appointments can be made at the school office.

In the event of a formal complaint, parents are advised to contact the Headteacher. The LA Parent Partnership Service is available to offer advice.

Further details about how we provide for pupils with SEND at St. John's Primary School can be found in our SEN Information Report or user-friendly SEN Information Booklet. (See School website).

### **Supporting Families and further information:**

Parents can see what services are available in Hertfordshire by looking at the Local Authority's "Local Offer" which can be accessed through this website: [www.hertfordshire.gov.uk/localoffer](http://www.hertfordshire.gov.uk/localoffer)

**On our own website we have our "Information Report" which answers frequently asked questions for parents about SEN provision at this school.**

### **Key Contacts:**

The key contacts for SEN can be contacted through the school office.

- **SENCo** – Mrs K England
- **Acting Headteacher** – Mr T. Timson
- **SEN Governor** – Mrs D Lodge



