

Ellel St. John's Church of England Primary School

SEND policy and information report

'Loving, Living, Learning in the light of Christ'

We believe each child is known, unique, special and made in the image of God. Our children will discover a love of learning for life through an inspiring curriculum full of opportunity. Our school family is a welcoming, friendly community that builds compassionate and resilient children ready to take their place in the world.

Ellel St. John's provides an engaging and memorable place-based curriculum, relevant to each individual child in their locality. Every child is entitled to a diverse curriculum which builds on and develops their life experiences, ensuring that they are offered equality of opportunity.

Our curriculum ensures that it develops the whole child: their spirituality; their social and emotional mental health and well-being; their physical health; their academic success and their creativity and innovation. These aspects contribute to our children becoming local, national and global citizens for the future.



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1. Aims and Objectives

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

At Ellel St John's Primary School, we want all our children to achieve their full potential, including our children with Special Educational Needs (SEN), additional needs and/ or disabilities. Children may have SEN throughout, or at any time during their school career. We aim to ensure that the curriculum planning and assessment takes into consideration the type and extent of the difficulties experienced by the pupils. We aim to identify and overcome any barriers to learning.

Objectives

To identify pupils with special educational needs as early as possible and ensure all children make progress

- To create an environment that accepts, values and meets the needs of each pupil.
- To ensure all children receive equal access to a broad, balanced curriculum and high quality teaching, which is differentiated and personalised to meet the needs of individuals.
- Not to treat disabled pupils less favourably. (DDA 2001)
- To make reasonable adjustments so that disabled pupils are not put at a substantial disadvantage. (DDA 2001)
- To encourage pupils to develop confidence and self-esteem and to be fully involved in their learning.
- To ensure that parents of children with SEN play an active role in their child's education and are kept fully informed.
- To provide support, advice and training for all staff working with children with SEN.

2. 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 co-ordinators (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 the 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 Helen Quinn - h.quinn@ellel-st-johns.lancs.sch.uk

They will:

- Work with the headteacher 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 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 SEN governor to determine the strategic development of the SEN policy and provision within 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:

- Communication and interaction, for example, autistic spectrum disorder, 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

5.2 Identifying pupils with SEN and assessing their needs

Children may be identified as having SEND in a number of ways, including:

- Close liaison with parents or carers and listening to their concerns.
- Concerns raised by a teacher, especially when a child is not responding well to in-class differentiation.
- Monitoring of assessment results and identifying if a child is consistently performing below age related expectations.
- Monitoring of progress and identifying if a child is making slower than expected progress, especially when compared with other children at the same age or stage of development.
- Continued difficulties after extra support has been put into place.
- Additional observations or assessments, including use of standardised tests by class teacher or SEN team.
- Observation and assessment by other professionals, such as Speech and Language Therapist or Educational Psychologist.

If a parent or carer is concerned about their child's learning or progress, or thinks they may have a special educational need then we would first encourage them to speak to the class teacher, who will pass on the concern to the SENCo.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

If the class teacher and SENCo suspect a child may have a Special Educational Need they will ask the parents / carers to come into school to share concerns and to ask parental view of the situation. In light of COVID, the class teacher and SENCo may contact parents via phone to share concerns. If everyone agrees the child will be placed on the SEND register in school. This ensures that the SENCo closely monitors progress and starts the Assess, Plan, Do, Review approach.

Some children will need support which is different from the support other children need for a

short period of time; others may need this extra provision right through school and into the next stage of their education. Parents / carers, class teacher and the SENCo will meet to review the child's progress.

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**.

Assess - This stage looks at a child's strengths and areas of needs and will draw on the views and experiences of parents and the child. The child's development in comparison to peers will be considered alongside information on progress, attainment, behaviour and attendance. If relevant, advice will be sought from external support agencies.

Plan - If it is decided to provide the child with SEND Support, in consultation with parents, then the teacher and SENCo will agree the interventions and support to be put into place, as well as the expected impact on progress, development or behaviour. At Ellel St John's Primary School this information is recorded on our Whole School Provision map.

Do - The class teacher remains responsible for each child's attainment and progress while additional support or interventions are taking place. Class teachers, Learning Mentor, TAs and the SENCo work very closely together to ensure teachers are involved in planning and assessing the impact of interventions.

Review - The effectiveness of the support provided and the impact on the child's progress and attainment will be reviewed in line with agreed date. Impact, along with the views parents / carers and the child will feedback into the Assess stage.

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 or 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 assessment will be reviewed half termly.

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 secondary school

We always ensure a smooth transition between each class for all of our pupils. Transition to a new class within school is planned for children with SEND on an individual basis. It begins as early as possible in the summer term in preparation for September. Some children are given a

booklet to look at over the summer with information about their new class. Transition arrangements may include visits from the new teacher to the class in their current setting and a series of visits to the new classroom both with and without their current teacher. We also have meetings with previous teachers to share information and best practice.

Transition from Year 6 to High School is planned on an individual basis with the High School and pupils and parents. Ellel St John's are able to provide accompanying adults and transport for some High School visits.

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:

- Early maths interventions
- Phonics interventions including Bounce Back Phonics, Toe by Toe and
- Precision Teaching
- Social Skills groups
- Pastoral Support from a trained member of staff to support their needs
- Stilling Time Program
- Attachment and Trauma Friendly approaches
- Peer Massage
- Lego Therapy

5.7 Adaptations to the curriculum and learning environment

All pupils at Ellel St John's receive Quality First Teaching - this means that every child accesses a curriculum that matches their needs. Teachers ensure that planning is differentiated and appropriate learning objectives and activities are set for all the children. Classes are also supported by teaching assistants, who are able to support children individually or in groups and are trained to offer small group or 1 to 1 interventions where needed.

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 phonics boosting, maths boosting, precision teaching, lego therapy, social skills, Toe by Toe.

Teaching assistants will support pupils on a 1:1 basis when they are receiving IEP support and/or EHCP funding and have SEMH needs that need a carefully planned intervention program.

Teaching assistants will support pupils in small groups when they have been identified to need further support as mentioned above.

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

- Educational Psychology Service
- Speech and Language Service
- Occupational Therapists
- SEMH support and advice through local PRU - Stepping Stones
- Specialist autism advice and support Lyn McCann ASC Outreach Service
- School Nurse
- Pediatrician
- Child and Family Well Being Service
- CAMHS
- Local Authority
- Children's Social Care

5.9 Expertise and training of staff

Our SENCO has 4 years experience in this role and has worked as Class teacher for many years before this role.

They are allocated sessions each week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Bounce Back Phonics and Lego Therapy.

We use specialist staff for Speech and Language Therapy and specialist teacher support for our ASD pupils.

5.10 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 half termly
- Using pupil questionnaires
- Monitoring by the SENCO and SLT
- Half termly meetings with all staff involved in SEN provision
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC 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.

All pupils are encouraged to go on our residential trip(s) to Robin Wood and an amended schedule can be offered for pupils if needed.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We can further support SEND pupils by offering:

- Arrangements for the admission of disabled pupils
- Various facilities including disabled toilet and shower facilities

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils receive 1:1 Support with our Learning mentor to meet their SEMH needs
- Our Learning Mentor is also our Mental Health Champion and participates in ongoing CPD that is then used to support pupils in school
- Pupils with SEN are encouraged to take part in our daily Stilling Time program and it can be modified by Class teachers to meet their needs
- Pupils with SEND participate in CPSHE lessons
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of social groups to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At Ellel St John's, we work closely with other agencies to focus on the identification and provision for those children with SEND. Liaison takes place with the following agencies:

- Educational Psychology Service
- Speech and Language Service
- Occupational Therapists
- SEMH support and advice through local PRU - Stepping Stones
- Specialist autism advice and support Lyn McCann ASC Outreach Service
- School Nurse
- Pediatrician
- Child and Family Well Being Service
- CAMHS
- Local Authority
- Children's Social Care

For those children who have a range of agencies working with them a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class Teacher in the first instance. They will then be referred to 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

6. Monitoring arrangements

This policy and information report will be reviewed by Helen Quinn (SENCO) **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 board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Safeguarding
- Behaviour
- Equality information
- Mental Health and Well Being
- Supporting pupils with medical needs