



St John's Stonefold CE Primary School, Rising Bridge

<b>Whole School Policy for Special Educational needs and Disability</b>	
Written By	P Burns
Date	June 2025
Approved by FGB	December 2025
Date of Review	September 2026

**Values:**

***Empathy Aspiration Generosity Love Endurance***

**Mission:**

***Rooted and Established in God's Love: Nurture, Grow, Fly***

***(Ephesians 3:17)***

**Vision:**

**Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life.**

**From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.**

**SEND Governors: Mrs M Charnley, Mrs J Humphries  
SENDCO: Mr D Martin (d.martin@sjstonefold.com)**

### **Introduction:**

At St John's Stonefold CE Primary we are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and children to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of children's background, interests, experience, knowledge and skills, so that all children regardless of individual needs make the best possible progress.

Central to this vision are the core elements set out in "Every Child Matters" (2003) in which we aim to help secure five main outcomes for each one of our pupils:

- being healthy
- staying safe
- enjoying and achieving
- being able to make a positive contribution
- achieve economic well being

We value high quality teaching for all learners and actively monitor the implementation of the curriculum in school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners: staff continually assess, plan, do and review to ensure learning is taking place. Our whole school system for monitoring our provision includes reviewing progress and attainment of **all** children.

### **Our School Vision:**

At St John's Stonefold, we are a close-knit church family rooted in God's love, nurturing every child to grow confidently and soar with ambition. Guided by our Christian values and a bespoke, innovative curriculum, we empower our children to embrace their individuality, develop life skills, and thrive as kind, confident, and driven members of our vibrant rural community. Together, we inspire limitless aspirations, preparing each child to flourish and follow their dreams with faith and purpose.

Our five Christian values spell out the word: EAGLE which is part of our school badge and the emblem of St. John. These values are woven into every day school life and help our children to 'soar' here at St John's Stonefold and in their lives beyond.

"Rooted and Established in God's love: nurture, grow, fly" Ephesians 3:17

EMPATHY

ASPIRATION

GENEROSITY

LOVE

ENDURANCE

### **Aims**

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities. (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods.
- To identify children who are underachieving and identify reasons for this.
- Support all children to make the best progress of which they are capable.
- Maintain appropriate records and to monitor pupil progress.
- Provide full access to the National Curriculum and extra-curricular activities for pupils with SEND and ensure they are included in all aspects of school life.
- Develop partnership with parents/carers in the education of their child.
- Encourage success and participation for all pupils, whatever their level of ability.
- Continue to develop a whole school approach to meeting the needs of pupils.
- Comply with the 2014 Code of Practice

The school aims for each child to achieve their best in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the daily classroom environment through a differentiated curriculum and quality first teaching.

#### **Definitions:**

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level. At different times in their school life, a child or young person may have a special educational need. The code provides a definition of SEN:

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.

If a child has SEN, we will work closely with them and their parents/carers to provide provision that is additional to or different from the differentiated curriculum which is already in place. We work with children to overcome barriers to learning.

### **Legislation and Guidance:**

Legislation (DfES Code of Practice 2014:15) defines:

‘A child or young person has SEN(D) 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. ‘

### **The Equality Act**

St John’s Stonefold welcomes its duties under the Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. The first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

### **Public Sector Equality Duty (2011)**

St John’s Stonefold has paid due regard to the need:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We value every learner as an individual who has an important part to play in our community. We encourage all learners to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens.

### **Inclusion Statement**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### **Good practice for children with special educational needs is good *practice for all children!***

The SEND co-ordinator will be responsible for the co-ordination of all matters relating to Special Educational Needs and will be the person who ensures children receive full entitlement to a broad and balanced curriculum. In order to maximise their access, some children may be taught in small withdrawal groups or on a 1:1 basis for short periods of time. The schools main aim is to provide a variety of teaching and learning opportunities, differentiated planning activities, appropriate support and resources all within the child's classroom.

All children will be given equal opportunities to undertake extra-curricular activities. Children with SEND will be encouraged to take a full and active part in all areas of school life.

### **Admission Arrangements**

Admission arrangements for the school are described in the school's admissions policy. The school welcomes children irrespective of their ability and anticipates that the needs of most children will be met within existing school provision. Children with SEND will not be discriminated against in line with legislation outlined in the SEN and Disability Act 2001.

Building adaptations may be required to allow full access to children with physical difficulties. With the appropriate alterations and support, the school would welcome children with physical problems in line with the School's Accessibility Plan.

### **Roles and Responsibilities:**

The person responsible for managing SEND provision (SENDCO) in school is Mr Dean Martin

SEND Governors: Mrs M Charnley and Mrs J Humphries

Designated Lead for Safeguarding: Mr Paul Burns ( Headteacher)

Children Looked After (CLA) Lead: Mr Paul Burns ( Headteacher)

Children with Medical Needs: Mrs Juliet Wilkinson (School Business Manager)

### **Special Educational Needs and Disability Co-ordinator (SENDCo):**

The SENDCO is responsible for the arrangements for SEND provision throughout school including:

- Have responsibility for the day to day operation of the SEND policy.
- Maintain a register of children with SEND, and ensure that the records on children with SEND are up to date.
- Work closely within the Senior Leadership Team and SEND Governor to determine the strategic development of the SEND policy and provision in school.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Manage Teaching Assistants attached to individual children with EHCPs.
- Co-ordinate the specific provision made to support individual pupils with SEND including those who have EHC Plans.
- Liaise with the staff in school who have responsibility for safeguarding, child protection, attendance and family support issues.
- Liaise with the Co-ordinator of children with medical needs.
- Work closely with the parents/carers of children with SEN.
- Liaise with outside agencies to gain advice and support for children with SEN.
- Contribute to in-service training for staff on SEN issues.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is ensured.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Ensure that school keeps records for all pupils with SEND up to date.

### **SEND Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

### **Headteacher**

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **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 or external agencies to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Adapting teaching to meet the needs of all pupils.
- Putting interventions, support plans and actions into place so that barriers to learning are removed.
- Working with the SENDCO to monitor and improve provision for SEN pupils.
- Consult with the SENDCO and/or parents/carers about SEN pupils.
- Ensuring they follow this SEND policy.

### **Support Staff**

The school employs Teaching Assistants who also support the SENDCO and class teachers in supporting children with SEND throughout the school. Where appropriate, TAs can work with individual children and with small groups on very specific intervention programmes.

### **Identification and assessment of Special Educational Needs**

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical/medical

The school places significant emphasis on the early identification of children experiencing difficulties accessing learning and general school life opportunities.

As children are individuals they may have needs in more than one area. The purpose of identification is to work out what are the needs of the whole child and what (if any) action we, as a school, need to take, not to diagnose or label a particular condition.

Identification of need may be raised by:

- Parents/carer
- Class Teacher assessment, pupil tracking and SAT results
- External specialists/professionals from agencies within education, health or social care.
- Records – transferred from another school
- Base line assessments
- In-house testing and assessment

Using this information we identify children with Special Educational Needs because **progress is below expected levels and additional or different provision is required from that which is provided for all in order to improve progress levels.**

Progress below expected levels can be characterised as that which:

- 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.

There are other things which may impact upon progress but are not SEN, these include disabilities (suitable adaptation under disability equality act may be needed rather than SEN provision– see equality policy), attendance and punctuality, health and welfare, English as a second language, being in receipt of pupil premium grant, or a looked after child or a child of a serviceman/woman. (These issues are dealt with in other school policies, attendance, child protection and single equality.)

Baseline information, EYFS information, school assessment data, SATs, PIVATS (Lancashire learning and Personal Social Emotional Development) and observations of the pupil by staff are all used to identify children needs who may require **additional and/or different** provision in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit children into a category.

At St John's Stonefold CE Primary, we identify the needs of our children by considering the needs of the whole child and not just the special educational need.

### **Consulting and involving pupils and parents/carers**

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents/carers and pupils view.

If a **learning support plan** is required and agreed then we aim to ensure:

- Everyone understands the agreed outcomes/targets sought for the child and this is recorded and copied for parent/carers and staff.
- Everyone is clear on what the next steps are and when the **learning support plan** is to be reviewed.

### **The Graduated approach – a Spiral of support**

At St John's Stonefold CE Primary, high quality teaching (Wave 1), adaptive teaching for individual children, is the first step in responding to pupils who may have SEND.

This means:

- that the teacher has the highest possible expectations for all the pupils in their class.
- that all teaching is built on what children already know, can do and can understand.
- different ways of teaching are in place so that children are fully involved in learning.
- a support plan will be in place and would outline the wave 1 strategies that pupil requires within classroom provision.
- specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support all children to learn.
- teachers will let parents know what their child is learning and how they are progressing.

At school we regularly review the quality teaching for all pupils, including those at risk of underachievement. Children's progress is constantly reviewed and any gap or gaps in their understanding/learning will be identified and addressed through targets, provision and interventions. The decision to make Special Educational Provision involves the SENDCo, class teacher and parents/carers. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents/carers, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEN Support and is school based. This may include additional provision at Wave 2 or Wave 3. The programmes of intervention and support for children reflect the need to access the whole curriculum.

### **Targeted Interventions (Wave 2):**

These may be run in the classroom or in sessions outside of whole class learning. They are teacher led and may be delivered by a teacher or teaching assistant. These are usually provided in group sessions with specific targets to help children to make progress – targets are used in both group and class work. Interventions will be assessed and monitored by the school leadership team and the SENDCo.

### **Specified Individual Support (Wave 3):**

Some pupils will follow 1:1 work; such as if the learner has an Education Health and Care Plan (EHCP) or if they have been assessed by outside agencies as requiring specific programmes or curriculum provision.

For higher levels of need school may liaise with external agencies and professionals.

Specialist agencies we liaise with include:

- Speech and Language Therapy Services
- Occupational therapists
- Physiotherapists
- Community Paediatrician
- Educational Psychology Service
- A specialist teacher in the identified area of need
- Short Stay Schools
- Inclusion hub

- Early help service
- Medical Services, including CAMHS and TAMHS
- Social Services
- Traveller Service

The School Nurse Team are available to train staff for any specific medical need.

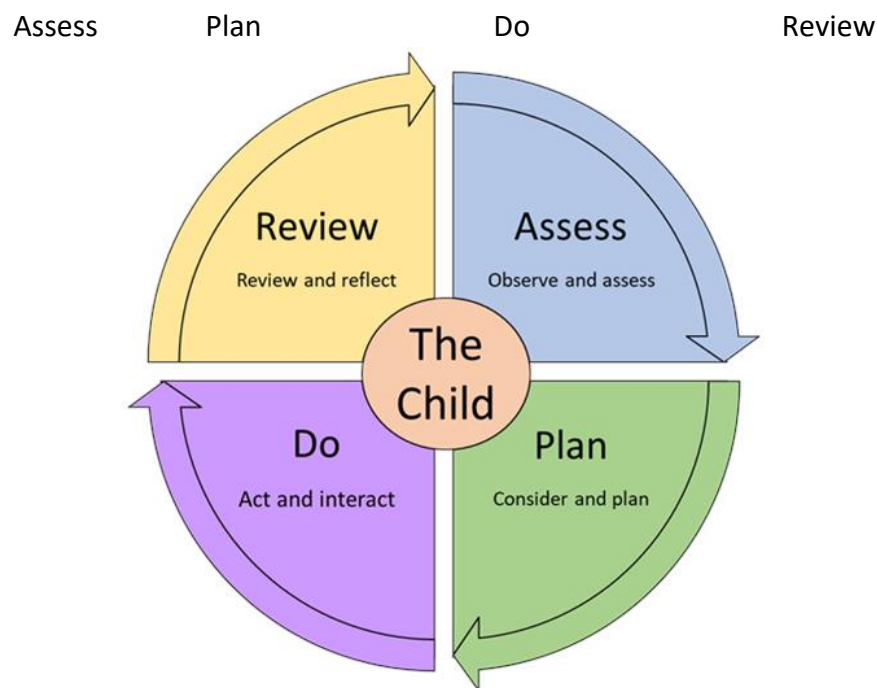
Where a child is identified as having SEND, to enable the child to participate, learn and make progress school should take action to:

- Remove barriers to learning;
- Put effective special educational provision in place.

### SEND Support

SEND support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing securing good outcome.

The four stages of the cycle are:



The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the child's learning.
- Understanding of strategies that enable the child to make good progress and achieve good outcomes.

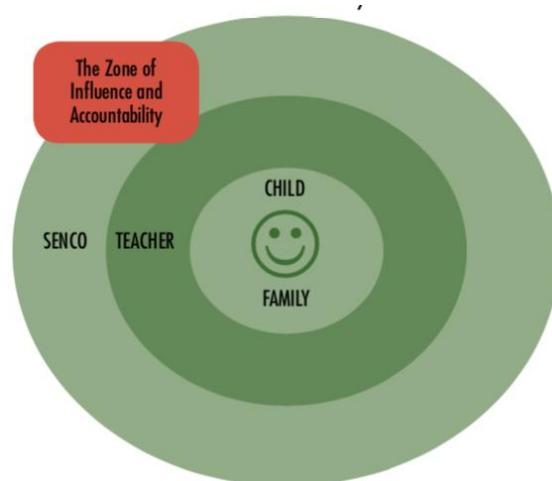
In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children.

### **The role of teachers**

The SEND Code of Practice makes it clear that class and/or subject teachers are directly responsible and accountable for all children in their class(es), even when children are receiving support from a teaching assistant or other specialist staff, within or outside the classroom.

The responsibility and accountability for the progress and development of children with SEND lies with the class teacher, not with the SENCo. This is not a new concept. It is firmly embedded in the Teachers' Standards and the new Ofsted framework.

This diagram illustrates clearly where influence and accountability lie.



### **Children on the SEND register**

The triggers for deciding if a child should be included on the school's SEND register could be the teacher's or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities and quality first teaching:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing English or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;
- Continues to make little or no progress in specific areas over a long period;
- Continues working significantly below age related expectations;

- Interventions previously put in place have had little or no impact on learning or progress.

### **Provision Map**

If a child has made little/no progress despite provision being used, then an individual Provision Map needs to be completed.

The Provision Map shows all the provision being used in school, in Foundation Stage or Key Stage 1 and 2, for each Wave of intervention.

The class teacher highlights the provision to be used for that child including the initials of the staff and the timings.

Children are continually assessed and monitored to see if the provision in place is working and helping the child to progress and plug gaps in learning. If no progress is being made then the class teacher needs to readdress the intervention taking place and change if needed, noting on the provision map.

### **Monitoring and Evaluating Provision**

It is the class teachers' responsibility to continually assess and monitor the progress of children in their class. Each term, age related data is handed in to the Senior Leadership Team (SLT) to analyse and record which children are not working at age related expectations. These children are classed as 'Catch up' and are entered onto the class provision map. This states what the area of concern is and what the teacher intends to do to support the child. These children are closely monitored and targeted by the teacher through targeted work.

If the child makes no progress or is still below age related expectations then a decision will be made, in conjunction with the SENCo, about whether the child needs to go on the SEND register and what additional provision may be needed. If there is a particular concern that the child is not making any progress, then an IEP is to be written with the child and the parents.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication, then a **Cause for Concern Referral Form** should be completed, recorded on CPOMs and the issue discussed with the SENCo. The SENCo is responsible, with support from the class teacher and Headteacher, in deciding whether an IEP of further action is to be taken.

### **Individual Education Plans**

Strategies employed to enable the child to progress may be recorded within an IEP which sets out targets and teaching strategies that will support the child making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

IEPs should focus on up to three key individual targets and should include information about:

- The short term SMART targets set for or by the child  
(Specific, Measurable, Achievable, Realistic, Timed)

- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when the IEP is reviewed)
- The views of the parent and child
- 

IEPs should be continually kept under review as a working document and should be shared with teaching assistant(s) who will be working with the child.

They are reviewed every term with the child and parents if possible, with a copy then going home.

### **Assessment and measuring progress**

Children are assessed using Lancashire KLIPs and PIVATs. PIVATs helps to show smaller steps of learning and progress across the curriculum and areas of need e.g. physical, social and emotional.

**The engagement model** is also used as an assessment tool to help support children who are working well below the level of the national curriculum (the old P Scales 1-4) and not engaged in subject-specific study. The engagement model identifies and celebrates all of the child's progress, including linear and lateral progress. It adds value to St John's Stonefold's assessment and reporting systems currently in place.

The engagement model is used after observing children in various scenarios in the classroom to assess their progress. This model looks specifically at how children engage with their learning. The model assesses pupils in five different areas:

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation

This child-centred approach allows teachers to make valuable and insightful assessments of children to identify areas they need further support in. The engagement model focuses on a child's abilities rather than disabilities. The engagement model identifies and celebrates all progress, no matter how big or small.

Progress in each of the areas will not be scored, children will not be measured on how well they exceed in engagement. The system will ensure that the curriculum in place for this unique group of learners is suitable and allows for engagement and progression.

### **Reporting results**

The Engagement Model is a statutory requirement so St John's Stonefold are required to:

- Use the model to assess children working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2.
- Report which children are assessed using the engagement model to the Department for Education (DfE).
- Provide evidence of children's achievements and progress to parents as part of an end of year report.

### **Progression to Statutory Assessment**

If after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources, the SENCO completes the forms requesting Statutory Assessment by the Authority.

Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with Statutory Assessment.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs.

If the Panel agrees to proceed with Statutory Assessment the SENCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, an Educational Health Care Plan (EHC plan) is completed.

The class teacher, in conjunction with the SENCO is then responsible for drawing up an IEP to meet the objectives set out in the EHC plan.

The EHC plan must be formally reviewed at least annually. The Annual Review is chaired by the SENCO.

### **Children with medical needs**

Children who have medical needs may require intervention and support in school. Staff will have a healthcare plan written for them in liaison with the Health Service and parents/carers. This ensures a safe, agreed set of principles and procedures to ensure the child's needs are fully met and all health and safety arrangements have been addressed.

### **SEND Files**

Each class has an SEND file which is accessible to all working in that class and those in charge of monitoring, i.e. SENCo and Headteacher.

These files are shared with the teaching assistants and record the provision in place and

Each child has their own file which is kept by the SENCo in a locked filing cabinet. These files contain everything that concerns that child, including Provision Maps, IEPs and reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which will be kept secure.

### **Partnership with Parents**

We aim to promote a culture of co-operation with parents, school, local authority and others.

We will do this

### **Links with Other Schools and transition:**

The SENDCo and the Early Years Foundation Stage class teacher arrange visits to the Nursery setting when they are informed of a child with SEND who will be starting school at St John's Stonefold CE Primary. When a child already has an EHC Plan they are usually invited to attend the child's Annual Review held during the Summer term in the Early Years setting.

At Year 6 transition, the SENDCo provides information to the local feeder Secondary Schools about children with SEND. For pupils with Education Health Care plans or school support plans, the SENDCo arranges a meeting with a representative from the chosen Secondary School, parents/carers and the child during the Summer term prior to transition to complete a review of the plan and initiate transition provision.

### **Review of Need**

At the review of the **Learning support plan**, (at least termly) with parents/carers, child and Class Teacher (SENCO may be present if requested), the views of the parents/carers and pupil must be sought, the progress of the pupil and the effectiveness of the Learning

Support Plan is evaluated. Any issues and new information must be discussed and future action planned. At the review strengths and needs will be considered.

All present at the meeting will decide to either:

- a) Move off the SEN register as additional or different support is no longer required or
- b) Continue with the same level of provision and write new targets and/or strategies.
- c) To increase or change provision and seek help and advice from specialists from outside the school. (When specialists become involved any advice given will be acted upon, the support plan will be amended accordingly and the child's progress monitored closely.)

A cycle of ASSESS- PLAN – DO – REVIEW, as above will then continue until a review decides that additional and different provision is no longer needed (at which point a pupil will be removed from the SEN register) or until a pupil's needs cannot be met within school resources (at which point an application for an EHC plan will be made to the LA in order to access high needs block funding). If a child continues to make no progress or their additional needs are such that they cannot be met within school resources and they meet the criteria set by the LA then a request for an assessment for an Education Health and Care plan may be made by the school.

The Governors each year, use money from within our school budget, to enable the school to deliver SEN see our school's contribution to the 'Local Offer' and our "SEN Information report" (separate documents both available in our SEN section on our website) which provides information for parents/carers about what we provide for pupils with SEND). This includes funding to seek professional advice, training or individual assessments.

We recognise that there is a wide range of SEND amongst our children and match the level of intervention to each child's needs. We have adopted the 'graduated approach' set out earlier in the policy where the level of intervention increases whenever adequate progress is not being made.

### **Admissions**

Admission arrangements for the school are described in the school's Admissions Policy (available on the school's website). The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision. Pupils with an Education, Health and Care (EHC) Plan will not be discriminated against in line with the legislation outlined in the SEN and Disabilities Act 2001.

### **Involvement of Parents/Carers**

As continually referred to throughout this policy, the school places great value in working together with parents/carers. We strive to engage with the whole family, giving appropriate levels of support to their needs in order that they can take an active role in the education of their child with Special Educational Needs. There is no doubt that the greater the involvement of the parents/carers, the more successful the programme for their child will be. The insight a parent/carer can provide is equally as important as the professional advice they will receive.

A parent/carer may be the first person to voice concern about the child. If any parent/carer has any worries or concerns regarding their child's education they are urged to come into school and discuss it with the Class Teacher, SENCO, or Headteacher. The school will endeavour to keep parents/carers fully informed about their child's progress, if they are on the school SEN register, and any arrangements or additional assessments made for the child. Should a parent/carer have a worry about the SEN procedures, how they operate or what it may mean for them, they are urged to contact school.

Alternatively Contact SEND parent support:

Lancashire SEND IAS website. <https://lancssendias.org.uk>

Tel: 0300 123 6706 (Monday to Friday 9am to 5pm)

Email: [information.lineteam@lancashire.gov.uk](mailto:information.lineteam@lancashire.gov.uk)

Parents/carers have a fundamental role in assisting with the review and planning of **Learning Support Plans** and providing support at home to re-enforce learning done at school, e.g. with extra reading, spelling or writing. Parents/carers will receive a copy of the child's **Learning Support Plan and review** each term and are invited to review progress towards the targets at termly review meetings. These will usually be arranged at an after school appointment time, or at a mutually convenient time.

### **Our approach to teaching pupils with SEND**

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

At St John's Stonefold CE Primary we have a robust system of self-evaluation in which we evaluate:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

As part of this process, we evaluate the effectiveness of the provision for pupils with Special Educational Needs & Disabilities. The SENDCo and SEND Governor meet to discuss the provision and progress for children with SEND. Governors also receive regular reports through the Standards & Effectiveness Committee. Each term, the performance data of children with SEND is analysed by Senior Leaders and the SENDCo then areas of improvement are identified. In addition, interventions are regularly reviewed and monitored to ensure that the impact is effective.

The ethos of the school is one of inclusion; each child at St John's Stonefold CE Primary is cherished and valued as an individual whatever their needs. Additional classroom support maybe provided for children who require it, in a variety of ways including:

- Teaching assistants (TA) work in classes to support children's learning in small groups or 1:1.

- TA's provide prompts, encouragement, praise, and social and emotional support within the classroom.
- Children receive regular, timetabled interventions or learning programmes with a TA.
- Children with specific needs are provided with the correct learning environment and resources.

Early intervention is key to ensuring that these children receive the best support available to them.

### **Accessibility**

Please refer to Accessibility Plan for more detailed information (available on our school website). We have 2 ramps for access for wheelchair users. The school has a disabled toilet. There are doorways and fire exits wide enough for wheelchair users. Each classroom is accessed on one level and has an interactive whiteboard which can be used for any visual help that people may require.

### **Monitoring SEND Provision of the School:**

The SENDCo with the headteacher is responsible for monitoring the effectiveness of the policy and SEND provision in the school. The SENDCo provides regular reports to the headteacher and governors. We monitor the effectiveness of provision for pupils with SEND by considering a range of evidence:

- Teacher and TA observations of children's progress in the daily classroom setting.
- Plans which demonstrate differentiation and how different children's needs are met.
- Records and evidence of the children's work showing progress towards curriculum objectives.
- School support plan reviews and annual EHC plan reviews show progress with targets and achievements.
- Parents and pupil feedback and comments in support plan and EHC reviews and questionnaires.
- Standardised test results.
- Lesson observations and learning walks.
- Pupil progress meetings.
- Discussions with staff.
- Tracking and assessment data for SEN pupils.
- Provision mapping showing interventions and their success.
- Evidence of the child's progress towards improving behaviour.
- Minutes of meetings with parents/carers and children's contributions to discussion about their progress.
- Minutes and reports of discussion with outside agencies about the child's progress.
- Financial records showing how additional needs money is spent.

Evaluating and monitoring arrangements promote an active process of continual reviews in school and improvement of provision for all pupils.

### **Working with other agencies**

If concerns are raised or needs are highlighted, it may sometimes be appropriate to work with other agencies. This may include: Early help Team, services from the Local Authority, Speech & Language Therapy Services, Occupational Therapy, Physiotherapy, specialist teachers, an Educational Psychologist or health services such as a paediatrician. Working together with these agencies/professionals could involve meeting with parents/carers, attendance at review meetings, staff training, written correspondence/reports, direct involvement with children and team around the family (TAF) meetings. Involvement with agencies/professionals will only be initiated by school with consent from parents/carers.

### **Supporting Children with Medical Conditions:**

At school we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips and physical education. Some children with medical conditions will be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some will also have SEND and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

Supporting pupils with medical needs is outlined in our 'Medicine in school' policy which can be viewed on our website.

### **Training and Resources:**

Annually budget is allocated to provide pupils with SEN resources and staff training. The needs of the pupils are prioritised through the SEN action plan. Some pupils with EHC plans receive additional 'top up' funding from the Local authority to assist the school to fund provision to meet their additional needs.

This money is spent each year to help and assist pupils with SEN to access and be included in the National Curriculum or Foundation Stage Curriculum, as well as to ensure they make progress in all developmental areas.

Often money is allocated to provide additional help through;

- the provision of TAs
- additional SENCo support time
- the provision of external specialists
- the provision of specialist equipment and resources
- the provision of training for staff as needed

Ongoing training throughout the year helps to support TA's from the school SENCo and subject leaders where appropriate to upskill, share good practice and work in collaboration to help support children further in school, including those with additional and/or SEND needs.

### **Storing and Managing Information:**

All documents relating to a pupil's SEND are stored in a SEND pupil file, in a secure locked office. Electronic documents are saved on a secure server. Documents are transferred to the next school on leaving and archived securely on the school's electronic system (CPOMs).

### **Complaints Procedure:**

We would encourage parents/carers who have any concerns with SEND provision or assessment at the school to approach staff at an informal level.

**Informal complaints** can be made by contacting the Class Teacher, SENDCo or Head teacher. If parents/carers believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's Class Teacher. If the parents/carers think that the child should be given more support they should raise their concerns with the SENDCo and the Head teacher. Most concerns will be resolved in this way.

**Formal complaints** - If parents/carers still feel dissatisfied they may choose to raise their concerns formally with the school's Chair of Governors. A request can be made for a copy of the complaints procedure from the school office. This sets out the statutory procedures in order that parents/carers can complain formally in writing to the Governing Body and receive a reply within 14 days.

If parents/carers are still not satisfied then they can request support from the SEND IAS. Telephone and contact details can be found above.

Parents/carers may ask the Local Authority (LA) to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If parents/carers disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a EHC plan for the child, the parents/carers again have the right to appeal to the SEN Tribunal.

### **Evaluating the success of the SEND Policy**

*This policy will be reviewed annually. The success of the policy will be demonstrated by having evidence to show that:*

- The systems to identify children with SEND as early as possible are in place.
- Action Plans, Pupils' Learning Support Plans, and record keeping are in place to teach and assess children with SEND and ensure their access to the curriculum.
- Regular reviews (at least termly) are carried out evaluating children's progress against targets set and these show pupils achieve targets, improve pupils' attainments and make good progress.

- Additional intervention is provided and advice is sought from external professionals if progress is not adequate (graduated approach is in evidence).
- Progress from their starting points is evident and evidence of the attainment gap closing between SEND pupils and those with no identified SEND.
- LA high needs block funding is used to support children's additional needs and that this provision ensures good progress for pupils with SEND.
- Children are gradually given opportunities to take part in reviews as their abilities develop.
- A positive and effective partnership with parents/carers is in place and they feel that the provision of the school is effective.
- Pupils with SEND take a full and active part in the curriculum and all aspects of school life.
- Staff express that they are trained, supported and skilled to work with SEND pupils.

Updated: September 2024

Review due: September 2025