



Special Educational Needs and Disabilities Policy

Rationale

As a Church of England primary school, which actively seeks to support the physical, emotional and spiritual development of all our pupils, we believe that all children should have life-long access to high quality education and have equal rights of access to the curriculum and to membership of the school community. We adopt an approach which identifies and addresses individual strengths and areas for development in a positive, supportive and non-discriminatory manner. We believe that inclusive education is an effective way to combat discriminatory attitudes, and support additional needs. It can contribute towards the creation of welcoming and inclusive communities; as well as ensuring children are meeting their potential.

Guide to abbreviations:

ASD - Autistic Spectrum Disorder Team
CAMHS - Children and Adults Mental Health Services
DP - Delivery Plan
EHCP - Education Healthcare Plan
LA – Local Authority
LSA – Learning Support Assistant
PE – Physical Education
SALT - Speech and Language Therapy
EP-Educational Psychologist
SEND - Special Educational Needs and Disabilities
SENCo – Special Educational Needs Coordinator

Definition of Special Educational Needs and Disabilities (SEND)

As set out in the SEND Code of Practice (2015) and Equality Act (2010), a child has a Special Educational Need and Disability if they have an additional need which calls for special educational provision to be made for them, in any of these four areas:

- Cognition and learning difficulties- difficulties in thinking processes and understanding the world. Difficulties in acquiring skills and dealing with abstract ideas.
- Communication and interaction- difficulties in talking to, listening, responding, understanding and playing with other children and adults.
- Emotional and Mental Health- difficulties in expressing or understanding feelings, negotiating and solving problems in different situations, as well as handling changes to routines.
- Sensory and/or physical needs- how a child responds to their environment and learning using their senses and any diagnosed issues. St Johns and St Clements has a Hearing Impaired Resourced Base maintained by Southwark.

Aims and Objectives

The governing body and school leaders, with support and guidance from the SENCO, ensure that all children have appropriate access to the curriculum whatever their special educational needs. Our Special Educational Needs Co-ordinator is Natalie McIntosh, who has been in post since September 2019. Mrs McIntosh is a qualified teacher and has completed the National Award for SEN Co-ordination.

We strive for an inclusive school in order to:

- support pupils to access the curriculum at their level
- enable teachers, support staff and members of the non-teaching staff to meet the needs of all children
- identify children with Special Educational Needs and Disabilities as early as possible
- ensure access and the effective use of resources
- plan and provide strategies for children with Special Educational Needs and Disabilities
- be aware of, and to liaise with external agencies
- involve parents in the support of their child's development including all areas of progress or need
- ensure that appropriate information on each child on the SEND register, is shared to enhance and inform teaching and learning
- ensure that there is effective strategic use of staff and resources which reflects the changing and on-going needs of each individual child.

Admission arrangements

Arrangement for Admissions All children applying for a place in school are subject to the criteria outlines in the admissions policy. No child will be discriminated against on the grounds of having SEND.

The school is resourced for Hearing Impairment and two places are reserved each year for pupils who are known to the Hearing Support Service of the London Borough of Southwark as children who would benefit from attending this school.

For further details please see admissions policy.

Special Educational Needs and Disabilities Resources

Hearing Resourced Base

St John's and St Clement's is the resourced school for pupils with hearing impairment in Southwark. The Hearing Resource Base provides specialist equipment and facilities, for hearing impaired children. Hearing impaired children receive support in class, individually and in small groups as detailed on their Educational Health Care Plans (EHCPs).

Resources for pupils with other special educational needs and disabilities:

The SENCO leads the inclusion staff team. This team includes staff who provide pastoral care, specific needs support and targeted intervention teaching in order that all children receive a broad and balanced curriculum. Resources are allocated according to individual need.

Financial resources

Financial allocation for SEND is spent towards the following areas:

- SENCO
- Specialist SEN support teaching
- Teaching assistants
- External expertise / advice including educational psychologist and speech and language therapy
- Resources

Identifying Special Educational Needs

The benefits of early identification are widely recognised. Identifying need at the earliest point and making effective provision, improves long-term outcomes for children.

The identification of children with SEND is built into the schools overall approach to monitoring the progress and development of all pupils. We use a range of strategies including:

- If a child is not making expected progress concerns are raised with the Assistant Head - Inclusion. The child will be observed and assessed, using assessment tools and the involvement of other professionals where needed.
- We talk to the child, teacher and parent about the child's learning, strengths and needs, and plan provision accordingly
- Parents will be fully involved.
- At the start and throughout this process parents are kept involved and updated.

Termly pupil progress meetings with class teachers, support staff and senior managers track and monitor each individual child. Concerns for any barriers to learning including academic, physical or socially are considered within this meeting. Provision is adapted and reviewed regularly depending on the need or progress of individual pupils. All children who experience difficulties in learning will be identified and assessed in accordance with legislative requirements and guidance.

Where needed, some children may be provided with a Delivery Plan (DP) to support their learning. This constructed in collaboration with the class teacher, SENCO and support staff at the beginning to the year. This DP is reviewed termly and shared with parents.

The Graduated Approach

Teaching all children is a whole school responsibility. The core of teachers' work involves a continuous cycle of planning, teaching and assessing. Some children may need increased levels of provision and support. The 'SEN Code of Practice' advocates a **graduated approach** to meeting pupils' needs.

In the Foundation Stage

- Staff within the foundation stage who work day-to-day with the children will identify that a child has possible SEND. Together with the SENCO they provide catch up interventions that are additional to or different from those provided as part of the setting's usual arrangements. Provision will be put in place to support the child and this will be reviewed regularly and shared with parents.
- **At the stage of SEN support** the staff who work day-to-day with the child and the SENCO are provided with advice or support from outside specialists. Alternative strategies, adapted activities or personalised timetables will be provided where appropriate to those SEN support children if needed. Provision will be put in place and shared with parents.

In Key Stages 1 and 2

- **SEN Support** the SENCO and class teacher, in consultation with parents liaise with specialist external support and are provided with advice or support. Agencies the school frequently consults include: Educational Psychologist, Occupational Therapist, (Autistic Spectrum Disorder (ASD) Team, Speech and Language Therapy (SALT), Children and Adults Mental Health Services (CAMHS), Behaviour Support (Pupil Referral Unit at Summer House). Additional or different strategies are put in place and in some cases a DP will be devised, if viewed appropriate by SENCO. The SENCO will take the lead in any further assessment of the child, planning future interventions for the child in discussion with colleagues and parents, and monitoring and reviewing the action taken.
- **Statement of Educational Needs/EHCP** (Education Healthcare Plans) Pupils whose needs have been assessed by the Local Authority (LA) SEN panel as very significant, maybe issued with a statement or EHCP from the LA SEN panel which records the resources and support necessary to enable the child to access the curriculum. Funding to support these pupils is allocated to the school in its budget. The school receives extra funds for a very small number of pupils who require very high levels of support. The request for this assessment is made to the LA SEN panel on an EHCP application form which is completed by the SENCO, with support from specialist SEND professionals, parents and class teacher and which gives a detailed description of the child's progression through the levels of

support, together with evidence to support the request. The EHC plan will be reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies. Parents have the right to request the initiation of a statutory assessment. To do this they need to contact Southwark Special Needs Department.

Arrangements for considering a complaint about SEND provision within the school

If a parent has a complaint s/he should see the class teacher and the SENCO. If the problem cannot be resolved, then s/he should make an appointment to discuss this with the Headteacher. If a solution is still not found, then a complaint should be made via the school's complaint procedure. Advice may be sought from Southwark Special Needs Department.

Arrangements made for partnership with parents

Provision is made throughout our special educational needs procedure for the active involvement of parents, within the graduated approach of assess, plan, implement and review. Their views and ideas are sought in the structuring of DPs and we encourage parents to work with their children at home on learning targets.

Inclusion of pupils with special educational needs

All pupils are on roll in a mainstream class with their chronological peers. Respect for each person whatever their gifts or needs is central to the ethos of our school, and pupils are encouraged to value differences and support each other's needs.

Pupils usually receive support at SEN support level within the classroom, although some catch-up programmes are in small groups in other places in the school. Some withdrawal support is considered appropriate for some individual pupils in order to help them to develop and practise the skills they need to access the curriculum in class. Pupils with an EHCP are usually supported in class and/or in small groups, for English and maths. Identified focus areas across the curriculum, will be supported where appropriate. In some cases, individual pupils will have personalised curriculums including pre and post teaching sessions.

We work to ensure that pupils with physical, behavioural or communication needs are enabled to join in as fully as possible with Physical Education (PE), playtimes, lunchtimes, collective worship and school trips and outings. There are strategies to ensure that these children are fully catered for in an emergency evacuation of the building.

All school adults are encouraged to be aware of the needs of hearing impaired pupils at all times. All classrooms have been acoustically treated and FM systems are used to maximise their ability to participate in classes and assemblies.

Transition

SENCo and reception staff will make visits to nursery settings and arrange a Team Around the Child meeting where appropriate to individual pupils with high needs, in order to share concerns and strategies to best support the child as the transfer to school.

SENCo and Year 6 teachers will liaise with secondary schools in relation to year 6/7 transfer to ensure a smooth transition.

Arrangements for staff training

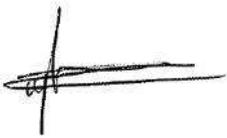
Staff regularly receive in-service training on a wide range of different pupil needs including hearing impairment and supporting deaf children in our school. Classroom assistants and LSAs receive training from the SENCO, EP and SALT in the support of SEN pupils. In addition, training on specific SEN needs is delivered in accordance with the needs of the current children. Staff are trained to support pupils as new needs present, these including medical needs.

Policy in action

The process and procedures which will be used to implement this policy will be in accordance with statutory guidance and agreed established practice whilst remaining aware of new initiatives and developments. We will continually review and seek to improve practice in all areas which impact upon children with special educational needs. We will continue to provide advice and guidance on issues and documentation in relation to special needs. This will include: -

- processes, criteria and procedures related to identification assessment and provision;
- criteria in relation to statutory assessment;
- difficulties which children experience in their learning;
- strategies to manage learning and behaviour (including the training available);
- special education provision available including admissions criteria and funding mechanisms;
- the Council's responsibility towards the education of Looked After Children;
- information children and parents need to make informed decisions.

Signed



Chair of Governors

Date 10.3.20

Signed



Headteacher

Date 10.3.20