



St JOHN'S CHURCH of ENGLAND ACADEMY

Special Educational Needs and Disability Policy

Reviewed	March 2017
Adopted	March 2017
Review due date	March 2020



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Special Educational Needs and Disability Policy

The Special Education Needs Co-ordinator (SENCO) is Mr Goldsbrough who is a member of the senior leadership team and is currently studying for the NASENCO qualification at Sunderland University.

The SEN assistant is Mrs Baker, who is also our Home School Support Worker.

The SEN team, Mr Goldsbrough (SENCO), Miss Large (Head Teacher) and Mrs Baker (SEN assistant) work closely on all aspects of SEND.

The Governor with responsibility for Special Educational Needs is Mrs V Cadd (Chair of Governors).

This SEND policy has been developed with due regard to the Children and Families Act (2014) and the Department for Education's Special Educational Needs and Disability Code of Practice (2015) and details how St John's CE Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disability.

Definition of Special Education Needs and Disability (SEND)

The SEND Code of Practice (DfES, 2015) says pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. ***(Clause 20 Children and Families Bill 2014).***

Vision

At St John's Church of England Academy we aim, as a fully inclusive school, to offer excellence and choice to all our children. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with special educational needs and disabilities (SEND).

We adopt a whole school approach to SEND and all staff are committed to ensuring that children with SEND achieve their full potential. We recognise that all teachers are teachers of children with SEND, and ensure that quality first teaching, using a range of differentiation, provides effective learning opportunities for all pupils. We have high expectations of all our children and aim to achieve excellent standards of progress and attainment through the removal of barriers to learning and participation, whilst fostering independence and self-reliance.

We want all our children to feel that they are a valued part of our Academy community, and will ensure that every child receives the support they need to flourish as a child of God. As an Academy, we also work in partnership with other agencies to ensure that all of our SEND pupils have a positive educational experience at St John's.

Aims

- All children with SEND have the right to achieve well and lead happy and fulfilled lives (The Department for Education, 2015).
- All children with SEND have the right to have their needs identified early and access appropriate and effective interventions, including support from outside agencies, which are reviewed regularly.
- All children with SEND have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.

- All children with SEND can learn and make progress, even if only in very small steps, and in order to achieve their full potential they deserve to have their progress regularly assessed, recognised and celebrated.
- All teachers are teachers of SEND. All teachers are well equipped to identify and meet the needs of children with SEND.
- All children with SEND will be valued as full members of the school community and have opportunities to express their opinions.
- All children with SEND and their parents have the right to be fully involved in assessing progress, determining goals and decisions that affect their education. A strong partnership should exist between the pupil, parents and the school.

Category of need

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** – where a child has difficulty accessing the curriculum due to delays in their ability to communicate with others or understand and follow instructions.
- **Cognition and Learning** – where a child has problems understanding or retaining information, or has difficulties in making connections.
- **Social, Emotional, and Mental Health needs** – Where a child has difficulties accessing the curriculum due to external issues. These are NOT special needs in themselves, but are more symptoms of an underlying issue. For example, a child who is emotionally distressed due to ongoing issues at home may have difficulty accessing their learning whilst dealing with this emotional distress.

- **Sensory and/or physical** – Where a child has a sensory or physical impairment which makes it harder to access learning, e.g. Hearing Loss, Cerebral Palsy

Medical Information

The Academy database is updated as and when information comes into Academy. Any major changes are passed on to the teacher straight away. A medical diagnosis or a disability does not necessarily imply SEN, and as such children with medical needs will be supported with a care plan and not entered onto the SEN register unless their care needs impact their learning to a significant extent.

Please refer to our policy for Supporting Pupils with Medical Needs for further information.

Training

Through regular continued professional development training, delivered by the SENCO, SEN assistant and outside agencies, all staff are well equipped to identify and meet the needs of children with SEND.

Access to the curriculum and full life of the school

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement;
- All teachers are teachers of pupils with special educational needs

All pupils, whether with SEND or not, will be involved in the full life of the school with support where appropriate. All aspects of our building are accessible to all. For further information, please see the academy's Accessibility plan which is on our website.

Teaching such pupils is a whole-school responsibility, requiring a whole-school response. Central to the work of every class is a continuous cycle of planning, teaching, assessment

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and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements.

However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intentions and success criteria; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Identification

At St John's we believe that it is essential that all children with SEN have their needs identified as early as possible. Assessment begins when children enter school and is a continuing process that can identify pupils who may have SEN. Some children may already have had their needs assessed in our Nursery or a feeder Nursery.

In identifying children who may have special educational needs we can measure children's progress by referring to:

- the outcomes from baseline assessment results;
- standardised screening or assessment tools;
- Their performance monitored by the teacher as part of ongoing observation and assessment;
- their performance against age related expectations for their year group;
- their performance against age related expectations at the end of a key stage.

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils'

difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress. Adequate progress can be defined in a number of ways e.g.

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

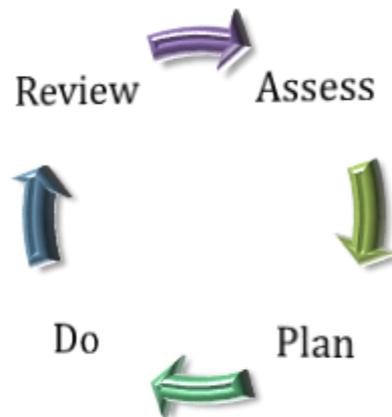
Assessment and a graduated response

St John's CE Academy adopts a graduated whole school response to meeting special educational needs. Assessment of all children at the school is conducted as per the school's Assessment Policy. This assessment should in the first instance allow targeting of teaching methods and resources to support all children to progress well.

When this high quality first teaching is not enough to address the needs of a pupil, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. For higher levels of need, we may draw on more specialised assessments from external agencies and professionals. ***A detailed breakdown of the three waves of support we employ is included in Appendix Two.***

Interventions will be planned to provide the best match of intervention and support for the needs of the individual child. We will use the **ASSESS – PLAN - DO – REVIEW cycle** in which the needs of the child are assessed, their intervention planned and carried out, and progress made will be assessed. Depending on the results of this, the cycle may be repeated, a different intervention made, further assessments from outside agencies requested or the child moved off the intervention having caught up. Parents, families, children and young

people will be consulted as part of this cycle to ensure they have a voice in the provision process.



Assess – Carry out an analysis of the child’s needs

Plan – Decide on the support and intervention(s) to be put into place with clear objectives and review date.

Do – Class Teachers’ are responsible for working with the child daily alongside other professionals operating appropriate intervention(s).

Review- Evaluate the success or otherwise of the interventions and adjust as necessary.

All children at St John’s CE Academy receive personal targets to ensure that their education helps them to progress as quickly as possible. Under the new Code of Practice 2014, the majority of children at the school will receive this personalised learning programme, tailored to their particular needs, thus addressing the needs of those children identified as needing a lower level of learning support.

SEN Support

If a child is not making the expected progress, the class teacher will consult the SENCO in order to decide whether additional or different provision is necessary. Children may also be identified, and brought to the attention of the SENCO, during pupil progress meetings or through concerns raised by parents. If agreed, parents will be informed and the child will be placed on the SEN register at the SEN support stage, accessing Wave Three support (See

appendix 2). Where progress remains slow, the intervention might be changed, continued or external agencies consulted for advice.

School Request for Statutory Assessment-Education, Health and Care plan.

For a few pupils, the intervention both in school and from outside agencies may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, considering whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to the LA, the pupil will have demonstrated significant cause for concern and is making little or no progress while accessing additional interventions. We will provide written evidence as required by Darlington LA detailing:

- The intervention and provision map records
- Individual pupil profile
- Records of regular reviews and their outcomes
- Information regarding progress towards age expected standards
- Other assessment data
- Written reports from an advisory specialist support teacher or an educational psychologist. Views' of the parents and of the pupil.
- The involvement of any other professionals.
- Any known involvement by the social services or education welfare service.
- Education Advice providing information relating to concerns, difficulties and all strategies and interventions implemented.

Depending upon the outcome of such a request, statutory assessment may take place. Parents will be offered a Key Worker to help them through the statutory assessment process. Following statutory assessment, the LA may issue a statement of the child's special educational needs.

Annual Review of an Education, Health and Care plan (EHCP)

All statements and Education, Health and Care plans will be reviewed at least annually with the parents, the pupil, the LA and St John's CE Academy to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as on difficulties that need to be resolved.

Links with Outside Agencies

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENCO and the pupil's parents. A request for help from external services is likely to follow a decision taken by the SENCO in consultation with parents. External support services will usually see the child, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The Academy accesses services to support the identification and teaching of Special Educational Needs. These include:

- Counselling – Behaviour Support and Ruth Ridley
- Educational Psychology – Dr Sarah Tighe
- Cognitive Psychology – Dr Stuart Turton
- Speech And Language Therapy – Kathy Power
- Social Communication Outreach Service – Autism / Communication Issues – Nicky Lupton
- School Nurse – Karen Guy
- Occupational Therapy – Treetops
- Physical Impairment / Low Incidence Needs
- Child Adolescent Mental Health Service

- Early Years Inclusion Officer – Lorraine Cook

Record Keeping

We acknowledge the importance of keeping records to meet the needs of individual pupils.

The following procedures are followed;

- Class teachers have responsibility for keeping records of concerns, intervention and progress in the class.
- The SENCO is responsible for ensuring that comprehensive records are kept properly and available as needed.
- If the Academy refers a child for Statutory Assessment to the LA, a record of the child's work, including the resources or special arrangements already used are made available.

A person Centred Approach

Children with SEN often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make the most of their education.

At St John's CE Academy, pupils are encouraged to participate in all the decision- making processes and contribute to the review and assessment of their needs. Their views will be sought at every stage of the process.

In our Academy we encourage children to take responsibility and to make decisions. This is part of the culture of our Academy and relates to children of all ages.

Partnership with parents / carers

St John's Academy will have regard to the SEND code of practice (2014) when carrying out our duty toward all children with SEND and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents pays a

key role in enabling children with SEN to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEN will be treated as partners and supported to play an active and valued role in their child's education. We actively encourage ongoing dialogue with parents and the home-school agreement is central to this.

The Academy prospectus and website contains details of our policy for special educational needs and the arrangements made for these children in our Academy.

We hold regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Darlington's information, advice and support service provides information and support to parents/carers of pupils with SEN. A wide range of information and advice may be obtained by contacting this independent service.

Contact details are as follows:

Lorraine Holden (Information Advice and Support Officer)

01325 405878

iass@darlington.gov.uk

<http://www.darlington.gov.uk/iass>

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEN system in the Academy. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the Academy.

The SENCO and the Headteacher hold regular meetings to review the work of the Academy in this area. The SENCO and the named governor with responsibility (Mrs Valerie Cadd) for special needs also hold regular meetings.

The Academy might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured. To evaluate the effectiveness of this policy and the provision made for students with SEN, we have identified the following success criteria:

Evaluation of curriculum provision

- Teachers, and support staff, feel confident and well equipped to meet the needs of children with SEND
- Planning clearly shows differentiation for children with SEND with suitable tasks
- Work sampling shows progression in learning

Evaluation of individual progress

- Samples of student work show progression over time
- Data recording individual student progress is analysed and shows progression
- Target Sheet targets are SMART
- Target Sheet targets are shared with students
- Pupils are actively involved in Target Sheet and annual reviews

Evaluation of SEN procedures

- Student tracking systems are in place and include procedures for tracking students whose progress may be 'out of step' with peers
- Assessment data is analysed and used to inform provision
- The SEN register is reviewed regularly, updated and accessible to all staff. There is movement on the register, both up and down the waves of intervention.

- All parents are informed of their child’s special educational needs and of Target Sheet targets. Parents/carers express satisfaction with the provision made and attend annual reviews
- Staff feel they have sufficient information and support
- SEN files are up to date and accessible
- The SENCO has regular meetings with the governor with responsibility for SEN
- Resources are used effectively
- All staff, including Teaching Assistants, are given access to appropriate training where a need is identified.

Barriers to learning that are not SEND

We will also have regard to barriers to learning which are not SEND but which may impact on children’s learning. These include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Admissions

All pupils are welcomed into St John's Academy in line with the academy's admissions policy which can be found on the school website or the Local Authority brochure. We will work with parents through induction meetings to ascertain whether a child has been identified with pre-existing special needs.

Complaints procedures

In the first instance, parents' complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the Whole-School Complaints Policy.

If there continues to be a disagreement with regard to the SEN provision, the LA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between the parents and the Academy. Parents have a right to appeal to a SEN tribunal at any stage. More detailed information can be found in the Code of Practice 2014.

Reviewing the SEND policy

This policy was created by the school's SENCO in liaison with the SEN Governor, senior leadership team, all staff and pupils with SEND. It was shared with all staff and governors and approved by the governing body (March 17).

Useful documents

Children and Families Act (2014)

Department for Education and Department of Health (2015) Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance which work with and support children and young people who have special educational needs or disabilities.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions
April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document
Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

APPENDIX ONE – ROLES AND RESPONSIBILITIES

The Role of the SENCO

- manages the day-to-day operation of the policy;
- coordinates the provision for and manages the responses to children’s special needs;
- supports and advises colleagues;

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- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff;
- manages the administration of reviews, interventions and SEN register.

The Role of the Governing Body

- Does its best to secure the necessary provision for any pupil identified as having special educational needs.
- Monitors the success of the SEND policy by comparing outcomes for SEND Pupils with national data.
- Identifies a governor to have specific oversight of the Academy's provision for pupils with special educational needs.
- The SEND governor ensures that all governors are aware of the Academy's SEN provision.

The Role of the Teaching Staff

- Teachers are responsible and accountable for the progress and development of all children in their class.
- They differentiate the curriculum for pupils with SEN and assess their progress.
- Set appropriate targets for children and monitor progress towards them.
- Deploy their Teaching Assistants effectively to ensure that all SEN children
- Keep records of concerns, intervention and progress in the class.
- Liaise with professionals and parents, producing reports when necessary.

The Role of Teaching Assistants

- Work with teachers to raise the learning and attainment of pupils
- Promote children's independence, self- esteem and social inclusion.

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- Assist pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.
- Develop sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential.
- Liaise with the SENCO, class teachers and other professionals as appropriate.
- Contribute to accurate records of progress

APPENDIX TWO – WAVES OF SUPPORT

Cognition and Learning

Wave 1	Resources to support basic skills e.g. spelling cards. Differentiation, working walls, visual prompts, labels on drawers and resources to promote independence, After school clubs – maths booster, homework, and curriculum adapted to pupil interest.
Wave 2	Small group interventions within class, RM Maths, Mathletics, Reading Eggs, Code X, Reading Buddies, targeted support, small group work, dynamic differentiation, and mini-plenaries.
Wave 3	Toe by Toe, Individualised spellings, maths programmes and reading programmes.

Social, Emotional and Mental Health

Wave 1	Strong pastoral care. Code of Conduct, Christian Values, PSHE curriculum, Circle Time, Transition between classes/schools, House Teams.
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Wave 2	Emotional and behavioural programmes to develop appropriate social skills e.g. Helping Hands (Peer Mentoring Programme) Anger Management, Mindfulness Programme, Young Carers Support.
Wave 3	Social Stories, CAMHS, School Counsellor, access to Youth Mental Health Worker

Communication and Interaction

Wave 1	Talk for Writing, Visual Aids, pictures, gestures, modelling, verbalisation, and phonics.
Wave 2	Early Talk (Nursery), Talk Boost (Reception), Speechlink, small group focussed work.
Wave 3	SALT support and intervention programmes, Communication in Print, ASD support from SCOS.

Physical and Sensory Development

Wave 1	Pencil Grips, Reading Rulers, Cushions, Position in Class, Visual Timetables, Sensory Activities,
Wave 2	Equipment specific to child e.g. Cutlery, Small group fine motor skills, weighted collars
Wave 3	Physical resources e.g. hearing aid, OT intervention programmes, Dyspraxia group

All children access Wave One as Quality First Teaching. If increased support is needed, support at Wave Two may be employed within class or as a short intervention without a child necessarily being placed at SEN Support level. Children who after assessment under the assess, plan, do, review cycle are still making little or no progress may be placed at SEN Support and will access Wave Three intervention.