

# **Special Educational Needs and Disabilities (SEND) Policy 2020-2021**

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## **MISSION STATEMENT**

# Learn and love together in God's Family

### Aims

Using Jesus' example we aim to give our children *'the roots grow and the wings to fly'*

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY FOR GREAT MARSDEN ST. JOHN'S PRIMARY – A Church of England Academy**

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

- Equality Act (2010): Advice for Schools DfE February 2013
- SEND Code of Practice 0 – 25 (2015)
- Academy's SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Children at academy with Medical Conditions (2014)
- The National Curriculum (2014)
- Child Protection and Safeguarding Policy
- Teachers Standards (2012)

### **Introduction**

Great Marsden St John's Primary - a Church of England Academy, adopts a 'whole school approach' to SEND and all staff work to ensure inclusive practice. The academy is committed to ensuring that all children can fulfil their potential and achieve optimal educational outcomes.

We support and value the abilities of all our children. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusive practice and achieve this through differentiated provision of a broad and balanced curriculum. Children may have SEND either throughout, or at any time during their academy life. For this reason, this policy ensures that appropriate provision is in place and effective, based on the needs of each individual.



## **Aims and Objectives**

At Great Marsden St John's Primary - a Church of England Academy we aim to offer an inclusive environment in which children receive an outstanding education whatever their ability or need. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation and want all our children to feel that they are a valued part of our academy community.

### **Objectives:**

- Create an environment that meets the additional needs of each child.
- Ensure that SEND is identified, assessed and provided for effectively.
- Make clear the expectations of all partners in the process.
- Identify the roles and responsibilities of staff in providing for child's SEND.
- Enable all children to have full access to all elements of the academy curriculum.
- Ensure a successful partnership with parents.
- Ensure that children have a voice in this process.

### **We will achieve the above by:**

- Ensuring effective provision for children who are identified as having an area of SEND.
- Working within the guidance provided in the SEND Code of Practice.
- Operating a whole academy approach to the management and provision of support for children with SEND.
- Providing a SENDCO and Inclusion Manager who will work to ensure implementation of the SEND Code of Practice and this policy.
- Providing support and advice for all staff working with children with SEND.

### **Definition of SEND as detailed in the SEND Code of Practice (2015):**

*A child or young person has SEND if they have learning difficulty or disability, which calls for special educational provision to be made.*

*A child of compulsory academy age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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 academies.*



### **Identification of Need**

The four broad areas of need, described by the SEND Code of Practice, are as follows:

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

The four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the academy needs to take. At Great Marsden St John's Primary CE Academy, we identify the needs of children by considering the whole child.

It is important to note that there are other non-SEND related factors that may impact on progress and attainment such as:

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concerns relating to a child's behaviour will be described as an underlying response to a need, consequently staff at Great Marsden St John's will identify the need and respond accordingly.

### **SEND Processes**

The following describes the processes in place at Great Marsden St John's Primary CE Academy to identify and manage children with SEND:

The SEND Code of Practice (2015) suggests that children are only identified as having SEND if they do not make adequate progress once they have received good quality personalised teaching and specialised provision. Indeed, children who are underachieving are not automatically classed as having SEND.

Teachers are responsible and accountable for the progress and development of children in their class, including where children access support from additional adults. High quality teaching (known as Quality First Teaching), which is differentiated to suit individual needs, is the first step in responding to children who have or may have SEND.

Great Marsden St John's regularly and carefully reviews the quality of teaching for all children, including those at risk of underachievement. The progress of every child is monitored at half-termly Pupil Progress meetings with the Class Teacher, Inclusion Manager



and Headteacher. If children are identified as not making progress in spite of Quality First Teaching, a meeting is held between the class teacher and SENDCO and/or Inclusion Manager where a plan of action is agreed.

If specialised provision is required, a meeting with the SENDCO and/or Inclusion Manager, class teacher and parents will be arranged and all information, evidence and data gathered will be considered.

If Great Marsden St John's Primary CE Academy requires further support with higher levels of need, external agencies and others professionals may be involved, the academy will then act upon the advice received. Although Great Marsden St John's Primary CE Academy can identify SEND and make provision to meet needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child is in need of a diagnosis.

### **Graduated Approach to SEND**

Where it is determined that a child does have SEND, parents will be formally advised of this and the child will be added to the SEND Register. The aim of formally identifying a child with SEND is to help the academy ensure that effective provision is put into place and remove any barriers to learning for the child.

The support provided consists of a four-part process:

- 1. Assess**
- 2. Plan**
- 3. Do**
- 4. Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

#### **Assess**

Assessment of need starts with a whole academy approach that can quickly identify where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness. It becomes information that teachers can draw upon to establish a clear analysis of child's need. This can be in the form of teacher's assessment and experience of the child, child progress information, attainment, observations of behaviour comparisons with peers and national data, as well as the views and experience of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the academy's information and assessment data on how the child is progressing.



## Plan

The first step is to ensure inclusive Quality First Teaching, which is differentiated appropriately as a result of initial assessment and professional advice if available. There will be consultation between all involved with the child (class teacher, SENDCO, Inclusion Manager and parents/carers) to agree the adjustments, interventions and support that are required to remove barriers to learning. SMART targets will then be created for children to work towards.

## Do

During this stage, the class teacher will work closely with support staff and SENDCO to deliver an effective intervention for the child linked to the above plan. Comprehensive records will be kept throughout this stage to evidence the impact of provision, which can be used in the review stage.

## Review

A review of the child's progress since the initial assessment will take place regularly, according to the SMART target. These will assess the impact and effectiveness of the provision. The class teacher will work collaboratively with support staff to create new targets and make adjustments to provision to suit the outcomes.

Parents/carers, the child and any other involved professionals are consulted throughout this process through telephone conversations and face to face meetings as and when required. We also offer parents/carers the opportunity to have a formal SEND meeting with all stakeholders three times per year (in addition to Parents' Evenings).

### **Record Keeping and Managing Children's Needs on the SEND Register**

At Great Marsden St John's Primary CE Academy there are systems in place to ensure records are comprehensive and children's needs are managed. These are as follows:

Classroom SEND Working File – Information regarding children's Individual Education Plans (IEPs), intervention timetables, records of intervention and other working documents are stored within these files. Teachers are responsible for the organisation of the file and ensuring they are comprehensive and up-to-date.

Whole Class and Individual SEND Files – Confidential documents and information are kept in these files in a lockable cupboard. Documents from the above Classroom SEND Working files are transferred into this file on a termly basis to ensure efficient and cohesive record keeping.



Individual Education Plan – This is a working document for each individual child on the SEND Register containing Specific, Measurable, Achievable, Timely and Realistic (SMART) targets, aiming to remove barriers to learning. These are recorded and reviewed regularly. A baseline assessment shows clear starting points and a similar assessment is completed after target work has been carried out.

SEN Support Plan – The SEN Support Plan is the plan that will be used to ensure a pupil's needs are met, where a pupil requires further input than an IEP but an Education, Health and Care Plan is not required.

The above systems are regularly monitored by the SENDCO to ensure they are up-to-date and effective.

### **Education, Health and Care Plans (EHCP)**

In certain circumstances, additional support or specialist services are required. This is organised by the SENDCO and/or Inclusion Manager who contact the relevant agencies and arrange referral in collaboration with parents/carers. The Local Offer provided by Lancashire County Council presents more information for schools, families and children regarding further support. A link to this is available on our website.

If the academy identifies that additional funding is required, the following process will begin:

1. Begin the Common Assessment Framework (CAF) process
2. SENDCO and/or Inclusion Manager to hold meeting with parents/carers to discuss need. Regular Team Around the Family (TAF) meetings to take place.
3. SENDCO and Class Teacher to complete Education Health and Care Plan (EHCP) request form and collate all relevant documentation
4. Parents/carers and child to complete 'One Page Profile' document as part of a TAF meeting with all stakeholders
5. SENDCO to send EHCP request form, alongside all key documentation to the SEND Team
6. Await response from the Local Authority

Parents/carers are able to request the above process. If this is the case it will be the parents'/carers' responsibility to lead the process and complete the required paperwork; this will be documented on the EHCP request form.

If the Local Authority provides an EHCP, the academy and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHCP. They may also appeal against the academy named in the EHCP if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child. The Annual Review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place.



### **Exiting the SEND Register**

If Great Marsden St John's Primary CE Academy feels that a child on the SEND register is making sufficient progress and is now able to access the curriculum with Quality First Teaching approaches, it may be decided that the child no longer needs to be on the SEND Register. In this case, relevant staff will meet with the SENDCO and parents/carers will be consulted.

### **Working in Partnership with Parents**

Great Marsden St John's Primary CE Academy works closely with parents in the support of those children with an area of SEND. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for their child. A named governor takes a particular interest in SEND and is always willing to talk to parents. We have regular meetings to share children's progress with parents/carers. We inform parents of any external intervention, and share the process of decision-making by providing clear information relating to the education of children with SEND. The SENDCO works alongside the Inclusion Manager and Headteacher to ensure children with SEND are able to access exams or other assessments and contact external agencies to make other arrangements when required.

A transition programme is in place for children as they move from class to class, across Key Stages and to another academy.

### **Parents/carers can access the following for further support:**

- SEND Policy and Academy Information Report – <https://stjohnselson.co.uk/s-e-n-d/>
- Lancashire County Council SEND Local Offer <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>





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

Great Marsden St John's Primary CE Academy recognises that children with medical conditions should be properly supported so that they have full access to education including academy trips and physical education. Some children with medical conditions may be disabled and where this is the case the academy will comply with its duties under the Equality Act (2010).

Some children with medical needs may also have SEND but this is not always the case. If a child has SEND and medical needs and a Statement or EHCP is in place then this will bring together social care needs as well as the special educational provision. Arrangements in place to support children with medical needs can be found within the Medical Needs Plan and Administration of Medicines Policy.

### **Monitoring and Evaluating SEND Provision**

Great Marsden St John's Primary CE Academy recognises the importance of monitoring and evaluating SEND provision. This is completed by regular discussion with staff, learning walks, observations, book and file scrutiny and continued professional development (CPD) courses leading to an active process of continual review and improvement of provision for all children. Pupil voice is often collected to enable children's input and ensure effective provision.

### **Training and Resources**

Great Marsden St John's Primary CE Academy provides provision for children with SEND. If required, additional funding may be provided by the Local Authority upon successful application. Training needs of staff are identified and CPD is frequently planned in order to maintain and develop the quality of teaching and provision and respond to the needs of all children. All staff undertake induction on taking up a post and this includes a meeting with the SENDCO and/or Inclusion Manager to explain systems and structures in place around the academy's SEND provision and practice and to discuss the needs of individual children. Great Marsden St John's Primary CE Academy's SENDCO and/or Inclusion Manager attend SENDCO cluster meetings in order to keep up to date with local and national updates in SEND.



## **Roles and Responsibilities**

### **Role of Inclusion Manager and SENDCO:**

- Work collaboratively to ensure seamless systems for inclusion are in place.
- Co-ordinate effective provision for children with SEND, monitoring and reviewing this to raise standards and that practice is in line with the academy's SEND policy and SEND Code of Practice.
- Work alongside the Headteacher and Governors to ensure that the academy makes reasonable adjustments and access arrangements to enable inclusion
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies ensuring inclusive practice.
- Liaise and communicate with parents of children with SEND, other education providers and multi-agency professionals.
- Ensure children and their parents are informed about all information and options relating to their education.
- Maintain an up-to-date knowledge of relevant legislation relating to SEND.
- Advise on approaches to providing SEND support and the deployment of funding and other resources to meet children' needs effectively.
- Through monitoring, make sure that all staff maintain up-to-date and comprehensive records for all children with SEND.
- Participate in Pupil Progress meetings and data collection to ensure children with SEND are making at least good progress and to provide intervention where necessary.

### **Role of SEND Governor:**

Liaise with SENDCO to implement the SEND Policy. The SEND Governor ensures that all governors are aware of the academy's SEND provision, including the deployment of funding, equipment and personnel.

### **Role of Class Teacher:**

Implement the SEND Policy, providing effective provision for children based on any professional advice.

### **Role of Teaching Assistant:**

Work collaboratively with the class teacher to implement the SEND Policy, providing effective provision for children based on the class teacher's and professional advice.



**Name of Designated Safeguarding Leads:**

Mrs M Underwood (Headteacher)  
Mrs E Walsh (Inclusion Manager)

**Name of person responsible for meeting the medical needs of children:**

Mrs E Walsh (Inclusion Manager)

**Storing and Managing Information**

All SEND documents are stored securely and files including confidential information are stored in a lockable cupboard. SEND files do not leave the academy grounds and any information no longer required must be destroyed.

**Accessibility**

Please refer to our SEND Information Report and Accessibility Policy.

**Anti-Bullying**

Bullying of any kind is unacceptable at our academy. If bullying does occur, all children are given methods of how to tell and know that incidents will be dealt with promptly and effectively. Please refer to our Anti-Bullying Policy for further information and procedures used to prevent bullying.

**Name and Contact Details of the Academy SENDCO and Inclusion Manager:**

Miss K Jefferies (SENDCO)  
Mrs E Walsh (Inclusion Manager)  
Great Marsden St John's Primary - a Church of England Academy, Church of England  
Academy  
Trent Road  
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This policy is reviewed annually in line with the SEND Code of Practice guidance.