

# St John the Baptist Church of England (VA) Primary School



Loving learning, Building  
Community, Growing in faith

## **SEND Policy**

### **Review**

This policy was reviewed by the Full Governing Body in Summer Term 2024 and will be reviewed every year.

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Signed: Jill Carr, Chair of Governors

## Contact Details

The staff members responsible for coordinating and managing provision are Taswinder Heer-Smith (Inclusion Manager/SENCo) and Trudie Colotto (Head Teacher)

Their contact details are as follows:

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The School Governor with responsibility for SEND is Anwen Goodwin.

***“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”***

### **SEND Code of Practice (2014)**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and the Local Authority BERA Framework. It 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 (Sep 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance of Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- BERA Framework - best endeavours, reasonable adjustments

The Leicester City BERA framework contains a range of documents that help schools and settings know what they must do to meet the needs of children and young people with a learning disability, social and emotional health needs, a sensory impairment or medical needs.

Please follow the link to access the LA website:

<https://schools.leicester.gov.uk/services/special-education-needs-and-disability-support-service/bera-framework-best-endeavours-reasonable-adjustments/inclusive-provision-in-mainstream-settings/>

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### ***A Christian Perspective***

#### **Our Vision**

##### **Loving Learning, building community, growing in faith**

Our vision is to serve the city of Leicester by providing a high-quality education with a curriculum that inspires our children, is accessible to all and is firmly rooted in the teachings of Jesus. We strive to enable our children to thrive and succeed, through reaching their academic potential and developing their sense of identity, belonging, purpose and faith.

Our vision is to be an inspirational community where our school and Christian values are embodied by all, with a rhythm of collective worship, hard work and fun where our children are given the opportunity to discover a relationship with God. We are an inclusive and diverse community of staff, parents and children where everyone is known, everyone is valued, everyone belongs and everyone grows; a community where our children are nurtured and achievement is celebrated.

We believe in a strong partnership with St John the Baptist Church and a close relationship with other churches and other faiths in the city which enrich our community and learning.

We believe that every child is an individual and is blessed with a warm, welcoming and caring team of professionals who will strive to ensure that your child's journey through primary is a happy and successful one.

#### **Aims and Objectives**

##### **Aims**

The aims of St John the Baptist Church of England Primary School are guided by the SEND Code of Practice 2014 and the principles expressed in our vision.

We aim to raise the aspirations of and expectations for all pupils with SEND, providing a focus on outcomes for children and young people and not just hours of provision/support.

We encourage, in all members of our school, a code of positive behaviour which promotes consideration for and tolerance of the needs of others. We believe that every child should feel able to make a valued contribution to school life in order that self-confidence and self-esteem can develop.

We believe that every teacher is a teacher of every child or young person, including those with SEND. We believe that all children should be able to raise their levels of achievement through:

- Accessing an appropriate curriculum that is broad and balanced alongside their peers.
- Having their curiosity, interest and enjoyment in their education stimulated.
- Being helped to lead full and productive lives helping them to become valuable members of society, both now and in the future.
- Making good progress towards their agreed targets.

## **Objectives**

Class teachers are responsible and accountable for the progress and development of children in their class through high quality teaching and learning.

If children are not making progress as expected, the school will:

- review provision
- identify children's needs, working within the guidance provided in the SEND Code of Practice 2014
- Operate a 'whole pupil, whole school' approach to management and provision as and when necessary.
- Provide support and additional CPD to improve teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the most common SEND encountered in their classes.

Through this we will ensure that all pupils:

- Achieve their best
- Become confident individuals living fulfilling lives.

## **Identifying Special Educational Needs**

The SEND Code of Practice (2014) identifies four broad areas of need:

### **1. Communication and Interaction, including:**

- a. Speech, language and communication needs (**SLCN**), where a pupil has difficulty communicating with others.
- b. Autistic Spectrum Disorders (**ASD**), including Asperger's Syndrome and Autism, where a pupil is likely to have particular difficulties with social interaction

### **2. Cognition and Learning, when children learn at a slower pace than their peers, even with appropriate differentiation. They include:**

- a. Moderate Learning Difficulties (**MLD**)
- b. Severe Learning Difficulties (**SLD**), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.

- c. **Profound and Multiple Learning Difficulties (PMLD)**, where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- d. **Specific Learning Difficulties (SpLD)**, which affects one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**3. Social, Emotional and Mental Health Difficulties.** They include:

- a. Wide ranging social and emotional difficulties which manifest themselves in many ways e.g. becoming isolated or withdrawn, displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- b. **Attention Deficit Disorder (ADD)**
- c. **Attention Deficit Hyperactive Disorder (ADHD)**
- d. **Attachment Disorder**

**4. Sensory and/or Physical Needs,** including:

- a. **Vision Impairment (VI)**
- b. **Hearing Impairment (HI)**
- c. **Multi-Sensory Impairment (MSI)**
- d. **Physical Disability (PD)**

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, children may have needs across a number of areas, and their needs may change over time. The school identifies the needs of pupils by considering the needs of the whole child, not purely their special educational needs.

St John the Baptist Church of England Primary School also recognises other factors that may impact on progress and attainment, but are not regarded as SEND, including:

- 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 SEND)
- 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

We accept the principle that pupils’ needs should be identified and met as early as possible in order to improve their long-term outcomes.

**A Graduated Approach to SEND Support**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through:

- Lesson observations
- Learning walks
- Book scrutinises

Teachers are then supported to develop strategies to identify and support vulnerable pupils and to improve their understanding of the SEND most frequently encountered.

In deciding whether to make special educational provision, the teacher and the SENCO consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. Pupils are only identified as SEND if they do not make adequate progress once they have had intervention/adjustment and good quality personalised teaching.

Before placing a child on the SEND Register, the desired outcomes for the pupils are considered, in collaboration with the SENCo, parents and pupil, and including the expected progress and attainment as well as the views and wishes of the pupil and parents. This then helps to determine the support that is needed and whether it can be provided by adapting the core offer, or whether something different or additional is required. A note will be made of the outcomes of this meeting and placed on the students file to support the **'Assess – Plan – Do – Review'** approach moving forward.

For higher levels of need, we are able to draw on more specialised assessments and advice from external agencies and professionals, such as Educational Psychologists, Social, Emotional and Mental Health Services and Speech and Language Therapists.

If, at the review stage, the SENCo and external specialists consider that information gathered about the pupil is insufficient then, with the parents' consent, further information will be sought from other outside professionals. If the decision is made by the school to request an EHC plan from the Local Authority, this decision will be taken in consultation with parents and external agencies. The school will ensure that parents are aware in general terms of the purpose and nature of formal assessment and will inform them that the Local Authority will be writing to them to explain the detailed arrangements. The parents and student will always be involved in this process.

### **Managing Pupils Needs on the SEND Register**

Pupils will only be placed on the SEND support register in consultation with parents. Parents will be consulted at least three times each year whilst their child remains on the register. When a pupil has been identified as having SEND, we act to remove barriers to learning and put effective special educational provision in place. This support takes the form of a four-part cycle: **'Assess, Plan, Do, Review'**.

The four-part cycle will be recorded as part of a Provision Map and placement on the register will be reviewed each term by the SENCo. A copy of all documentation will be held by the SENCo in the student's SEND file. Parents and students will be involved in the review and informed of progress by meeting together, this meeting is to be held every term. The teacher is responsible for evidencing progress according to the outcomes/targets agreed for each pupil.

Planning for each individual pupil is directly targeted towards achieving the agreed outcomes. This may include making use of Leicester City's Local Offer, in addition to the provision available in the school (information about this can be found on the school website).

Where additional support/specialist services are required, the SENCo is responsible for engaging and monitoring it, in collaboration with the Head teacher. Before requesting additional support, parents and pupils are informed and asked for any contributions they would like to make to the referral process. Depending on the additional support/specialist services required, the school will then fill out the necessary referral form, in consultation with parents, pupils and teachers. This can include:

- SPA form (Single Point of Access) –Speech and Language Therapist
- SEMH (Social, Emotional and Mental Health)
- LCI (Learning, Communication and Interaction)
- EP (Educational Psychology)

If the school identifies that additional funding and support are needed from the LA High Needs Block, the school will apply for Element 3 Funding.

### **Criteria for Exiting the SEND Register**

Once pupils are making expected progress, after consultation with parents and the pupil, they will be removed from the register.

### **Supporting Pupils and Families**

The LA local offer can be found at <http://families.leicester.gov.uk/local-offer/> or via a link on the school website.

The school has a statutory requirement to provide a **SEND Information Report**. This has been broken down into frequently asked questions (FAQ) on the school website, to make the information more accessible.

The school has links with various external agencies to support the family and the pupil, including:

- Educational Psychology Service (EPS)
- Early Years Support Team (EYST)
- Special Education Service (SES)
- Learning, Communication and Interaction Support Team (LCI)
- Social, Emotional and Mental Health Team (SEMH)

Effective working links are also maintained with:

- School Nurse
- Speech and Language Therapy
- Early Help
- Social Services
- Educational Welfare Service

Links are also maintained with the following schools: Gartree High School, Manor High School, Lancaster Academy, Sir Jonathan North and Beauchamp College.

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and

we will take all reasonable steps to provide effective educational provision, in line with the ***School Admission Policy*** (which can be found on the school website).

Phase Leaders and the Head Teacher are jointly responsible for ensuring that SEND children are able to access exams and other assessments.

Transitions from class to class are managed and supported by class teachers. Reception children attend induction days prior to starting school in September. Any outside agencies involved with children due to start at the school contact the school to discuss children's needs and provision.

Towards the end of the year, teachers hold hand over meetings and meet together to discuss children's needs. Children spend time in their new classroom with their new teacher. Relevant paperwork and information relating to children's needs is updated and passed on to the new teacher.

### **Supporting Pupils at School with Medical Conditions**

St John's recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have a special educational need and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision as stated in the SEND Code of Practice (2014). A copy of our ***Policy for Supporting Pupils with Medical Conditions and Administering Care and Medication to Children with Medical Needs*** can be found on the school website.

### **Children with Social and Emotional difficulties and Mental Health Needs**

Behaviour is not classified as SEND. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, considering family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g., bereavement, parental separation) we may refer to relevant outside agencies to support the family and child through that process.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

### **Monitoring and Evaluation of SEND**

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

The effectiveness of our provision for pupils identified as having special educational needs is tracked with whole school monitoring and assessment procedures by the Head Teacher and Assistant Head Teachers and SENCo, in the following ways:

- Class observations
- Work sampling
- Scrutiny of planning
- Teacher interviews
- Informal feedback from SEND staff
- Informal feedback from all staff
- Pupil interviews
- Pupil review meetings



- Monitoring Pupil Passports and Pupil's learning plan targets
- Movement on the register
- Attendance Records
- Provision mapping

Within specific provision, diagnostic assessment may be used to tailor the support more effectively.

The effectiveness of the SEND Policy will also be monitored by the governing body.

### **Training and Resources**

The school regularly monitors teaching and learning, in order to maintain and develop the quality of our provision. Where this identifies CPD needs relating to SEND, staff will be provided with training. This will be specified in the school professional development plan and will be updated regularly. Input from external agencies will be actively encouraged. Courses that have been attended will be recorded in the CPD Folder.

All teachers and support staff will undertake induction on taking up a post. This will include a meeting with the SENCo, who will explain systems and structures around the school's SEND provision, and to discuss individual student needs.

The SENCo regularly attends the LAs SENCo network meetings in order to keep up to date with local and national updates in SEND, and to maintain links with other SENCO'S.

### **Roles and Responsibilities**

All members of staff in school have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Members of staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education and Health Care Plan. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Teaching assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is class based and pupils centred.

The SEND Governor is **Arwen Goodwin**. She will:

- Be involved in the planning, monitoring and implementation of the SEND Policy.
- Monitor the working of the SEND Department on a regular basis by formal meetings and email.
- Plan strategically to increase access to School premises and the curriculum to disabled pupils.

The Designated Teachers with specific Safeguarding responsibility are the Head Teacher, the Deputy Head Teacher, the Business Manager and the Assistant Head Teachers.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is the Head Teacher.

### **Storing and Managing Information**

We manage record keeping in line with the requirements of the Data Protection Act 2018. Information collected about a child's SEND will be kept in different places according to its nature,

but it is always confidential and will be communicated to involved persons with the knowledge and agreements of the child's parents, the Head Teacher or SENCo.

Confidential information of a sensitive nature (usually involving social service information) is kept on CPOMS and can only be accessed by the DSL's (Designated Safeguarding Leads).

The SENCo keeps all information on each child on the SEND register in her office. Staff have access to the historical details of any child with permission from the SENCo.

The SENCo ensures that up to date information is accessible electronically to the class teachers in their class inclusion files on the school drives.

The class teachers are responsible for ensuring that any support staff have either access or knowledge of relevant information.

Provision made for pupils with SEND is recorded accurately and kept up to date. We record details of additional or different provision made under SEND support, alongside teaching strategies and the involvement of specialists. Our **Data Protection Policy** can be found on the school website.

The SENCo ensures that information contained about SEND is transferred to any leaver's new school, including liaising with secondary schools and year 6 transfers.

### **Reviewing the Policy**

In line with the new requirements for SEND (SEND Code of Practice 2014), the SEND Policy will be reviewed annually and any changes that are required will be approved by governors.

### **Accessibility**

St John the Baptist Church of England Primary School continues to improve access in line with the DDA (Disability and Discrimination Act) as amended by the SEN and Disability Act (2001). Our **Accessibility Plan** can be found on the school website.

The school has the following special facilities:

- wheelchair access to the front entrance
- wheelchair access to all classrooms including ramps for two in KS2
- a disabled toilet
- a Changing toilet in KS1

In order to meet the learning needs of all pupils, teachers differentiate work within their 'Quality First Teaching'. They plan to meet individual learning needs within the classroom. Where pupils are identified as having special educational needs, the school provides for those additional needs in a variety of ways. The provision for pupils is related specifically to their needs and may include:

- Further differentiation of resources
- In class support for small groups with a teacher or teaching assistant
- Small group withdrawal with a teacher or teaching assistant
- Individual class support/individual withdrawal

Staff are informed if papers need to be enlarged for particular children, or if other additional resources are required (e.g. pen grips, writing slopes, overlays etc.).

We have contact with Occupational Therapists, Physiotherapists, and specialist teachers for visual and hearing impairment when needed, to ensure that provision is effective and all children are able to access the curriculum.

The main school contact details can be found on the school website. Contact details for members of staff responsible for SEND can be found at the front of this policy and on the school website. Parents and carers can contact the school office to make an appointment to see the SENCo or Headteacher.

### **Dealing with Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENCo and then by the Head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. (Please see our **Complaints Policy** on the school website for further details)

If there are problems concerning an EHCP, then the procedures set out in the Code of Practice (2014) will be followed.

If parents need support in accessing the complaints procedures, then this can be sourced via Leicester City Council.

### **Bullying**

St John the Baptist Church of England Primary School is very proud of being an inclusive school. All incidents of bullying are dealt with in line with the school's **Anti Bullying Policy**, which can be found on the school website as part of the **Behaviour Policy**. Anti-bullying is addressed in assemblies, anti-bullying week and PSHE lessons.

## Abbreviations

<b>LCI</b>	Learning, Communication and Interaction Support Team
<b>CPD</b>	Continuing Professional Development
<b>EHC</b>	Education, Health and Care Plan
<b>EMHS</b>	Emotional and Mental Health Support Team
<b>EP</b>	Educational Psychologist
<b>EPS</b>	Educational Psychology Service
<b>EWO</b>	Education Welfare Officer
<b>EYST</b>	Early Years Support Team
<b>HI</b>	Hearing Impairment
<b>LA</b>	Local Authority
<b>SALT</b>	Speech and Language Therapy Service
<b>SATs</b>	Standard Assessment Tests
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SENCo</b>	Special Educational Needs Coordinator
<b>SMO</b>	School Medical Officer
<b>SNTS</b>	Special Needs Teaching Service
<b>SPA</b>	Single Point of Access
<b>VI</b>	Visual Impairment