



Special Educational Needs and Disabilities

“Learning to make the world a better place”

Reviewed	Spring 2017
Next Review	Spring 2018

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Special Educational Needs and Disabilities

As a Christian school, we value all children as unique individuals. We therefore emphasise what children are able to do and aim to build on their successes striving for outstanding progress for all children.

Objectives

- To ensure the best possible access to the curriculum so that all pupils may achieve their individual potential and make outstanding progress.
- To remove barriers to learning.
- To ensure all staff adopt a ‘best endeavours’ approach so that the necessary provision is made to meet the needs of children with SEND.
- To ensure children with SEND take part in whole class/school activities with their non-SEND peers as much as possible.
- To ensure children are safe, happy and thriving.
- To ensure the revised Code of Practice (September 2014) is fully implemented.

Consultation

This policy was adapted to incorporate the requirements of the new Code of Practice 2014 and was developed with The Head Teacher and the Senior Team including the SENCO, the Governor for Inclusion Canon Rosemarie Mallet, staff, parents of pupil with SEND and pupils (those with SEND and members of the School Council). It was updated in October 2015.

The Law

This policy complies with statutory requirement from the Code of Practice 0 – 25, September 2014. It relates to the following government documents:

- SEND Code of Practice 0 – 25 September 2015
- Equality Act 2010
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum September 2013

As well as the following school policies:

- Inclusion Policy
- Whole School Behaviour Policy
- Safeguarding Policy
- Teaching and Learning Policy
- Equalities Policy
- Medicines Policy
- EAL Policy
- School Accessibility Plan
- School Learning Mentor Policy
- Anti Bullying Policy

Parents are also directed to our School Offer via our website at:

www.st-johns.lambeth.sch.uk and the Lambeth Local Offer via the Young Lambeth website at: www.younglambeth.org

The Inclusion Team

The Special Educational Needs Coordinator (SENCO) is supported by an in school team that include a Specialist Support Teacher, Learning Mentor and Behaviour and Well-being Consultant. An HLTA takes the lead on managing medicines within the school. Additionally, we also work closely with outside professionals such as Educational Psychologists, Speech Therapists, occupational therapists, our School Nurse and colleagues from the Kennington Park Academy (pupil referral unit)

Arrangements for co-ordinating provision for children with Special Educational Needs and Disabilities (SEND)

As stated in the revised Code of Practice September 2014, St John's has prioritised the following areas to ensure effective provision for children with SEND:

- A graduated approach to provision - assess, plan, do, and review.
- Regular, caring and planned conversations with parents.
- Use of internal and external data to ensure the progress and attainment of children with SEND is carefully tracked and changes to interventions are made quickly where necessary.
- Clearly defined roles for the members of the Inclusion Team
- Involvement of specialists such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists and Multiagency Teams. Staff have made a commitment to share and act on advice given by these professionals.

- Improving practice of all staff via a programme of relevant Continued Professional Development, regular moderation and learning walks and a commitment to an 'open door' policy amongst all staff.
- Ensuring children with SEND have effective planning for transition to secondary school, and that the school they are moving to is fully informed of each child's needs.

Admission arrangements

Children are admitted to the school according to the criteria for all children set out by the governors. Please refer to Admissions Policy. We will admit children that have a statement of SEN or an Education Health Care Plan, where St John's has been requested by parents as their school preference and named by the Local Authority. If the admission of a child is incompatible with the sound education of others at the school, or would not be in the child's best interest, a decision not to admit the child would never be made by the school alone. We would work closely with Lambeth Local Authority and parents to support the best provision for the child and will always try to accommodate the parents' wishes as first priority.

Specialism and facilities

Children with Medical Conditions

For details of the school policy on administering medicines in school, please see our Medicines Policy.

Any child with a long-term medical condition including serious allergies will have an Individual Health Care Plan. The School Nurse is responsible for ensuring school are aware of any children for whom this is required.

The Individual Health Care Plan will describe what the condition is and directions for any medication including emergency medication as required. Children requiring emergency medication such as asthma inhalers or epi pens will not be permitted to stay in school without the medication being in place in the medical room.

All staff receive annual training from the school nurse on the administering of emergency medication.

Sally Brazier is responsible for ensuring medical boxes are checked, care plans are in place and are visible throughout the school. Information about medication is shared with key staff. Information about emergency medication is shared with *all* staff.

Bespoke menus for children with allergies are available from our catering company and parents should contact the office should they require this.

Where a pupil has SEN as well as medical condition the Health Care Plan should be linked with the Education Health Care Plan to support accessibility and safeguard provision.

We are confident that with these arrangements in place pupils with medical conditions can wherever possible take full part in all areas of school life.

Identification, assessment and provision for pupils with SEND

Early identification is a whole school responsibility. Early Years staff keep detailed observations of all children and refer quickly if they suspect a difficulty so that support can rapidly be put in place. Our Early Years team and SENCO maintain strong links with specialists such as Under 5's Autism Service. We act quickly on information from parents and outside medical/Early Years professionals.

All children are assessed formally every term and progress is monitored at pupil progress meetings between class teacher and Senior Leadership Team.

Children who fail to make good or better progress, despite sustained intervention will be referred to the Deputy Head for Inclusion for additional support and advice.

Fischer Family Trust data is used regularly to ensure SEND children are making at least the expected rate of progress between Key Stages.

Arrangements for assessments by outside agencies (e.g. Education Psychologist, Speech and Language Therapy, Occupational Therapy) are made by the SENCO in consultation with the class teacher and parents. Decisions to refer pupils for further assessment are based on the needs of the child, and will usually be after sustained Quality First teaching and intervention. Weekly SEND meetings and termly multi-disciplinary meetings inform our allocation of provision. Referrals to outside agencies can be made through a CAF (Common Assessment Form) or via referral forms for specific settings.

Provision is through a graduated response

Differentiation of learning activities and teaching style will help to meet the needs of all children. Differentiation for all children including children with SEND is the class teachers' responsibility. The whole school has priority for supporting children with SEND and it is the class teachers' responsibility to ensure daily planning meets the needs of all children in their class.

At St John's, in order for us to effectively organise provision and to ensure no child 'slips through the net', we separate our pupils with additional needs in the following groups:

- The SEND Register lists children with Education Health Care Plans (formally statements) or with significant needs (formally School Action Plus). These children are those reported to the Local Authority as SEND, and are monitored via our provision map.
- The Vulnerable Pupil List, which is for those who a referral has been made to Social Care, are experiencing difficulties in their lives, or those whom have experienced trauma.
- The Medical List for children who have an allergy, are asthmatic or in need of long term medication.

Children on an intervention list are provided with a group Intervention Plan that summarises targets and programmes, which are additional or different from the usual differentiated curriculum. Class teacher's planning will indicate the type of provision. Teaching Assistants or teachers providing additional support will have targets and planning for specific groups and are accountable for progress.

Children with an Education Health and Care Plan (EHCP) or are receiving additional support from our Specialist Support Teacher will have an Individual Education Plan (IEP).

For children with high needs for whom an EHCP is probable in the future then a more detailed plan is written between the class teacher, SENCO, child (where appropriate) and parent or carer. This is a SEN Support Plan, and is provided by Lambeth SEND.

A request may be made to the local authority for a Statutory Assessment with a view to the provision of ongoing support through an Education Health and Care Plan (EHCP). For a child with an EHCP, additional funding may be received from the Local Authority to meet the child's needs.

All provision is entered on the SEND profile as part of the school's provision map under the following areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical needs.

A provision map is formed annually between the Head, SENCO and Business Manager to ensure the funding for children with EHCPs and for those formally at School Action Plus (i.e. significant need) are receiving their full entitlement and that the provision is effective.

Monitoring and Assessment

Progress is monitored through ongoing assessment during teaching and more formally three times a year during assessment periods.

Individual progress will then be discussed at Pupil Progress meetings and Individual Education Plans (IEPs) are reviewed and new targets set where necessary.

Children with EHCPs will have IEP reviews at least twice a year in addition to their Annual Review where a detailed, chaired meeting is held between parents and all adults involved in the child's education to discuss progress, next steps, check provision and amend the plan where appropriate. A member of the Local Authority SEND team is always invited to these reviews. Teachers are accountable and responsible for the progress and development of all the children in their class whether or not they receive specialist support.

The SENCO conducts regular Learning Walks to monitor provision and progress of SEND children and to check standards of behaviour management, resources, emotional well being, intervention groups etc. She holds Pupil Progress Review Meetings three times a year where teachers are accountable for the progress of their SEND children, case studies are updated, data is scrutinised and concerns are raised and discussed. This data is used to form a detailed report, which is discussed in a multidisciplinary setting with school and outside professionals.

Working with parents

Working with parents and legal carers to support the learning of all children is a highly valued part of our work. As soon as a child is suspected of having special educational needs, the school engages with the parent (including where the Local Authority is the legal carer).

The Inclusion Manager ensures parents are notified if their child is receiving additional support. Parents are consulted about potential referrals and their input and opinion is paramount to determining how interventions proceed. Parents receive regular annual reports, take part in teacher/parent meetings three times a year, and are encouraged to meet with teachers at the end of the school day.

Wherever possible the child's opinion is considered to ensure they understand their needs and the interventions in place to support them. Children with an Education

Health Care Plan or statement are asked to complete a 'Have your say' form at the point their plan is annually reviewed and throughout the year informally and during IEP/intervention review sessions. This may be done with the class teacher, TA or member of the Inclusion Team dependent on who the child is most comfortable talking to. A scribe is used where necessary.

Arrangements for considering complaints about special needs provision within the school

Concerns about special needs provision can be discussed at review meetings or with the Inclusion Team or class teacher. Where the concerns cannot be resolved a meeting may be sought with the head teacher or SENCO and, where relevant, any outside body working with the child.

In the event of the school still being unable to resolve a complaint, a written complaint should be made in the first instance to the Governing Body in accordance with the school's complaints procedures.

If the complaint concerns Local Authority provision the complaint should be made to the SEND tribunal.

Children who change school

Children leaving school have updated records sent to the new school. These include assessment records, IEPs, reviews and significant work samples.

Parents of all children in Year 6 are invited to a secondary transfer meeting in the autumn term. Further information is sent to parents in the autumn term.

Where a child has an EHCP plan the move to secondary school will be considered at the annual review meeting, which will take place at the end of the summer term of year 5. Parents are invited to attend the secondary transfer meeting at the beginning of Year 6.

The Learning Mentor supports the transition process to secondary school, which would usually include at least one visit to the new school.

Links with outside agencies

The expertise and advice from outside agencies is a valuable part of our work in supporting children with SEND. We work closely with the following:

- Education Psychology Service

- Statement Monitoring Service
- Kennington Park Pupil Referral Unit
- Lark Hall Primary School outreach for children on the ASD spectrum.
- Behaviour and Learning Consultant
- School nurse and school doctor
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Lambeth Autism Neurodevelopment Diagnosis Services
- Child & Adolescent Mental Health Service (CAMHS)
- Mary Sheridan Centre for Child health

6.0 Trips and learning outside school premises or normal school hours.

We believe all children should have equal access to the curriculum that includes school trips and extended services (after school care). In consultation with parents, the Inclusion Team will consider the best activities for SEND children and will ensure Health and Safety Procedures are considered carefully where relevant. Class Teachers with children with SEND in their class will need to give additional consideration when completing their risk assessments and learning outcomes and discuss any concerns with Deputy Head for Inclusion so that provision can be adjusted to ensure the SEND can fully partake.

The role of governing body

The governing body and Canon Reverend Rosemarie Mallett (named governor for SEN) in particular has a specific responsibility for monitoring and evaluating the SEND provision in school. At a general level, the governing body has a responsibility to:

- Review the schools SEND policy and approach to meeting the needs of pupils with SEND.
- Ensure that the necessary provision is made for all pupils with SEND.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.

- Consult with the LA & the Governing body of other schools where necessary in relation to the potential placement of a child
- Ensure the inclusion of pupils with SEND in activities.
- Understand the 2014 Code of Practice when carrying out its duties.

Training

Professional development for issues around SEND and Inclusion are prioritised for all staff at least one per half term. Specific training for key members of staff is organised as required and utilises the support of Speech Therapists, Educational Psychologists and increasingly Larkhall Outreach for Autism team.

Funding

Schools in Lambeth receive a sum of money to support children with Special Educational Needs across the school. The Senior Team in consultation with governors and the SENCO decide how this money is best spent to provide the most effective provision for SEND children.

In addition to this, the school receives additional funding for children with a statement of SEND or an EHC plan. The spending of this additional funding is by planned amongst the governing body and Senior Team ensuring the child received their entitlement as drawn up in the statement or EHC plan. This support is often in the form of additional adult support in school.

Parents of these children are provided with a costed provision map each April and are encouraged to come and discuss this with the SENCO or Head Teacher.

Parents of children with an EHC plan (statements not yet converted do not apply) are reminded that since the arrival of the new Code of Practice 2014 they have the right to a **personal budget**, whereby they can organise their own provision within the school using the funding given to school by the Local Authority. Parents wishing to do this would need to contact the Local Authority for advice. The Head Teacher of the school would also need to consent.

Anti Bullying

We are aware that nationally children with SEND can be vulnerable to bullying. Incidents of bullying are taken very seriously and procedure is followed as laid out in our Anti Bullying Policy.

We ensure the achievements of children with SEND are celebrated to raise the profile of SEND children as learners within their peer groups. We also plan circle times and assemblies around different needs including specific difficulties such as autism, via Autism Awareness Days etc to increase understanding and tolerance within the school community.

All children with a statement of SEND or an EHC plan have a named adult that they may feel more able to report bullying to.

Staff are especially vigilant to monitor and look out for bullying for children with significant SEN or are non-verbal and therefore less able to explain how they are feeling or what is happening.

Decision to initiate a Statutory Assessment for SEND

In line with the Code of Practice 2014, we expect the majority of children with SEND to make good progress at St John's. A statutory assessment is never to be the first part of the process for providing support for SEN children – it should follow on from planning already undertaken between the child's teacher and parents.

The SENCO's decision to put a child forward for a statutory assessment will usually be as a result of the following:

- The child has failed to make progress despite the best endeavours of all, Quality First Teaching over time and effective interventions (including those interventions advised by outside professionals).
- The child has been diagnosed with a significant medical, physical or educational need that school does not have the capacity to manage without additional funding/support.
- The agreement of teachers, outside therapists, parents and child (where possible)

This assessment may not always lead to an EHCP – the information gathered during an assessment may indicate ways in which the school can meet the child's needs with resources already available to them.

Agreed by Governors:

Signed:

Designation : Chair of Governors

Date: