



Policy Name	Special Educational Needs and Disabilities Policy			
Date	November 2019	Review Date	November 2020	
Responsibility	FGB	Resources	Curriculum	Headteacher
Committee agreed on:	November 2019	Signed by:		
FGB agreed/ratified on:	Signed by:			

St. John's Walham Green Church of England Primary School aspires to develop young people who are successful pupils, independent learners and confident individuals. We strive to ensure that our pupils become responsible citizens with a concern for the well-being of all God's creation.

EQUAL OPPORTUNITIES STATEMENT

St John's School is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination. All staff and governors are responsible for ensuring that we implement this policy".

Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEN) and disabled children and young people. The policy refers to the Children and Families Act 2014 and associated regulations and publications:

- Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014
- Paragraphs 6.79-6.81 of the SEN Code of Practice 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014

Contacts

Special Educational Needs Co-ordinator (SENCO):	SEN Link Governor:
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1. Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A pupil has a learning difficulty or disability if he or she:

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

These needs can be categorised in four key areas that may create barriers to learning:

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

2. Aims and Objectives of Provision at St John's School

Every teacher at St. John's School is a teacher of pupils with SEN and therefore teaching such children is a whole school responsibility. At St. John's, we believe that all our pupils are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

Our aim at St. John's is to ensure that these things happen. In order to achieve this aim, we will:

- Use our best endeavours to make sure that a pupil with SEN gets the support they need;
- Ensure that a pupil with SEN engages in activities alongside those pupils who do not have SEN;
- Designate a teacher to be responsible for co-ordinating SEN provision (the Special Educational Needs Co-Ordinator - SENCO);
- Inform parents/carers when special educational provision is being made for a pupil;
- Produce an annual SEN information report to be published on the school website.

3. Identification, Assessment and Provision

At St. John's, we recognise the importance of early identification of SEN. Early intervention and response improves the long-term outcomes for pupils.

Early Identification

Every pupil's skills and attainment will be assessed on entry to St. John's. The needs of pupils are evaluated through a range of indicators:

- The outcomes from termly baseline assessments.
- Identification at termly pupil progress meetings of those who are making less than expected progress.
- Concerns raised by parents/carers, the child and outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools.
- Behaviour data.

If any of the indicators point towards a need for additional support the class teacher will fill out a SENCO referral form (**see Appendix 1**) and then the SENCO will carry out an analysis of the pupil's needs across the four main areas of Special Educational Needs and Disability (SEND). A decision will be made, with parents involved, on whether a pupil has SEN and in which areas. If any support is to be provided, parents/carers are informed and a clear date for reviewing progress is set.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEN. If there are concerns, assessment should be made to determine if there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that external factors such as housing, family or other domestic circumstances, a multi-agency approach may be appropriate.

Where the school is informed by the Local Authority (LA) about a child coming to the school with already identified needs the SENCO will visit the child in their current provision and liaise closely with parents/carers and staff to ensure a smooth transition.

A pupil's level of SEN need will be recorded on SIMS (the schools systems management system) and on the SEN Register.

Special Educational Provision at St. John's – A Graduated approach

At St John's we have a graduated approach to supporting a child's learning. There is a layered approach to ensure that the needs of all learners are met (**see Appendix 8**):

Step 1: Universal

The first step in response to SEN is high quality teaching, differentiated for individual pupils.

Step 2: Vulnerable

Pupils who have their learning monitored to a further extent, due to the Pupil Premium Grant, due to having English as an Additional Language or for initial learning concerns that may begin to suggest a learning barrier are tracked more closely, using the school provision map. This tracks their interventions.

Step 3: Targeted

Where a pupil is identified as having SEN, the next step is to make additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part cycle:

- a) **Assessing** your child's needs. This will be based on teacher assessment, the pupil's previous progress, attainment, behaviour and the Initial Concerns Record. It will also draw upon the views of parents/carers, the pupil's own views (where appropriate) and, if relevant, advice from external support services.
- b) **Planning** the most effective and appropriate intervention. The teacher, parent/carer and SENCO will agree the additional support to be put in place, as well as the expected impact on progress. This will be recorded on a Personal Learning Plan, known as a 'PLP' (previously known as an Individual Education Plan or IEP) which can be accessed by staff and parents through the Provision Map website.
- c) **Doing** the intervention. The class teacher and SENCO will work closely with the staff involved in the intervention to monitor and advise on the effective implementation of support. SEND pupils are given short term targets so that progress can be closely monitored and tracked.
- d) **Reviewing** the impact on your child's progress towards individual learning outcomes. The impact of the additional support will be evaluated, and considered along with the views of the child and parents/carers. Everyone will be involved in planning next steps.

Step 4: Specialist/Intensive

The third step will be to seek specialist advice and regular long term support from a specialist professional outside school. This may include but is not limited to:

- Educational Psychology;
- Child and Adolescent Mental Health Service (CAMHS);
- Autism Outreach Support;
- Occupational Therapy.

Referrals will be completed by the SENCO with parental/carer consent. The school may need to prioritise referrals to these services. For a very small number of pupils, access to these specialists may be through an Education Health Care Plan (EHCP). Specialist advice and recommendations will be included in the PLP. **See Appendix 8** for more information on the layered approach of SEND.

At any point where a specialist is involved, parents/carers will be fully involved in the process. For a list of the specialists on offer through the school please **see Appendix 2**.

4. Education, Health and Care Plans (EHCPs)

Education, Health and Care (EHCPs) plans are the replacement for Statements of Special Educational Needs. Where, despite a school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents/carers should consider applying for an EHCP. (See Appendix 3)

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Educational specialists
- Health professionals

The evidence should reflect a clear analysis of the child's needs such as:-

- Teachers assessment and experience of the pupil;
- Information on pupil progress, attainment and behavior;
- Individual's development in comparison to their peers;
- The views and experience of parents/carers;
- The pupil's own views;
- Advice from external support services e.g.: educational psychologist, a specialist teacher or a health practitioner.

Personal Learning Plans will be used as evidence in the referral alongside a costed provision map to show how resources have been spent. The SEN Casework and Commissioning Team will acknowledge a request and a decision will be made by a panel of people from education, health and social care about whether the child is eligible for an EHC Plan.

For more information about the process please contact the SENCO or visit the site below to the SEN Local Offer:

<http://search3.openobjects.com/kb5/lbhf/fis/home.page?page=advice&id=5MoQzoPxRTs&localoffercannel=0>

5. Provision Mapping and Tracking Progress

The Provision Map website will be used to track the progress of pupils where an intervention is taking place. The progress of children with an EHC Plan is also formally reviewed at an Annual Review with all adults involved with the child's education. External professionals who have been involved with your child may also attend, e.g. the Speech and Language Therapist.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. Equally, additional support in the form of specialist services will be monitored by the SENCO and it is the SENCO's responsibility to ensure that any specialist advice given is followed up in the classroom.

All SEND pupils have short term targets set at least once a half term, depending on the needs of the child. These targets may relate to any aspect of school life and achievement and are reviewed half termly. Parents, carers and staff have access to these targets through the Provision Map website.

6. Monitoring and Evaluation of SEND

The schools practice is regularly and carefully monitored to evaluate the quality of provision on offer all pupils. This is done through regular monitoring of class teaching, Learning Support Assistant monitoring, work sampling, learning walks and sampling of parent and pupils views. The SEN link Governor plays an important role in supporting and monitoring and school's SEN arrangements and is in regular contact with the SENCO.

7. Involving Parents/Carers

St. John's school will ensure that all parents/carers are fully informed of any SEND their son/daughter may have. Partnership with parents/carers plays a key role in promoting a culture of co-operation between parents/carers and schools. This is important in enabling pupils and young people with SEND to achieve their potential.

Parents/carers hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents/carers and value the contribution they make. All parents of pupils with special educational needs are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Have the opportunity to make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their child's learning or provision.

The school provides an SEN Information Report on the school website which is regularly updated by the SENCO. This contains the School Offer and has links to the local offer and to useful websites for parents.

Visit the site below to access our SEN Information report.

<http://www.stjohnsce.lbhf.sch.uk/about/send.php>

Visit the site below for the Hammersmith and Fulham Local Offer

http://search3.openobjects.com/kb5/lbhf/fis/home.page?page=advice&id=5MoQzoPxRTs&localofferc_hannel=0

For admissions arrangements please see the Admissions policy.

8. Pupil Participation

All pupils should be involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school will listen to the views of the pupil. We also encourage pupils with SEN to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary. All pupils with SEN are given the opportunity to contribute to their termly reviews. All pupils with SEN complete a one page Pupil Passport, detailing the best approaches to support their learning and their areas of strength, as well as those for development. These are available for staff, parents and carers to view on the Provision Map website.

9. Supporting Pupils at school with medical conditions

The school 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 pupils 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 special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Please see the school's policy for supporting pupils with medical conditions.

10. Access

The school currently has limited wheelchair accessibility. All pupils with SEND are part of the mainstream school. They receive additional support (in class and/or withdrawal, if agreed) and access a broad and balanced curriculum.

Please see our Accessibility policy for further information.

11. Resources

The overall level of funding (the Notional Budget) for SEN is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced. It is from this 'notional budget' that mainstream schools will be expected to:

- meet the needs of pupils with SEND; and
- contribute, up to a certain level set by the local authority, towards the costs of provision for pupils with high needs.

The responsibility for determining the amount of resources for SEN lies with the school Governors who will seek advice from the Headteacher and SENCO. The resources for SEND are used to provide learning support assistants, specific training on SEND and specialist resources. The costs of the SENCO are met from the main school budget.

12. SEN In-service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCO is aware of all relevant courses relating to SEND. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this. All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialised training will be necessary to support the needs of a particular pupil. The school is able to access training programmes from different organisations including the psychology in Education

service and the Borough Training and Outreach team based at Queen Elizabeth II School in Westminster. Individual training can also be arranged when necessary.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND.

13. Role of the Governing Body

The Governors must have regard to the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils with SEND. The Governors and Headteacher are responsible for the school's policy and approach to meeting pupils' special educational needs and disabilities.

The duties of the Governing Body are set out in **Appendix 4**.

14. Roles and Responsibilities

The Headteacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENCO who keeps the Head and governing body fully informed, through the line management system. The responsibilities of the SENCO are set out in **Appendix 5**. All teachers are teachers of pupils with SEN and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEN pupils in their classes, including where pupils access support from teaching assistants or any other specialist staff. The responsibilities of the class teacher are set out in Appendix 6.

Learning Support Assistants (LSAs) are a valuable part of the support for pupils with SEN. The role of the teaching assistants is set out in **Appendix 7**.

The SENCO maintains overall responsibility for all Learning Support Assistants.

15. Storing and Managing Information

The SENCO will hold details of all SEN records for individual pupils. All staff can access:

- The SEND Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities; and
- Information available through Hammersmith and Fulham's SEN Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents/carers in order to aid the effective co-ordination of SEND provision.

16. Parental concerns regarding SEN

Any queries or complaints about St. John's Walham Green CE Primary School can usually be resolved by an informal discussion with the class teacher. If further investigation is needed, the complaint can be taken to a member of the Senior Leadership Team. If no resolution is found, the complaint will be taken to the Headteacher, who will record the complaint and look into the matter further. A deadline of ten working days is set for replying to the complaint. If the Headteacher is unable to resolve the matter, it will be passed to the Chair of Governors and then to the Local Education Authority. In the case of the secular curriculum or religious education, the matter is passed to the Diocesan Board.

Summary:

1. Informal meeting with the class teacher.
2. Formal meeting with a member of the Senior Management Team.
3. Formal meeting with the Headteacher
4. Letter to the Chair of Governors
5. Involvement of the Local Education Authority or Diocese

17. Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENCO, the SEND Governor and the Headteacher. Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- The success of the school at including pupils with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

Appendix 1

SENCO referral form KS1/KS2

Pupil Information: This form will be shared by all professional & parents/carers involved with the child.

Completed by:			Date:		
Name:		DOB:	Class:	Class teacher:	
Attendance:		Please circle as appropriate:		Exclusions:	
Punctuality :		CLA			
PP					
EAL: Yes No	Home Language:	Medical Info:	SALT		
			Cheyne		
			Hearing		
			Sight		
			CAMHS		
			OT		
			Other		
Summary of concerns					

Attainment

	Working Towards	Expected	Exceeding
Reading			
Writing			
Maths			

Reading
Comments on strengths/difficulties:

--

Writing

Comments on strengths/difficulties:

--

Maths

Comments on strengths/difficulties:

--

Behaviour (including social interactions / relationships with peers and adults)

Comments on strengths/difficulties:

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Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs: ie: through modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion

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Have you spoken to parents yet? Yes/No

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Information or issues raised from other professionals (inc. support staff/SLT)

--

SENCO referral form - EYFS

Pupil Information: This form will be shared by all professional & parents/carers involved with the child.

Completed by:			Date:		
Name:		DOB:	Class:	Class teacher:	
Attendance:		Please circle as appropriate:		Exclusions:	
Punctuality :		CLA PP			
EAL: Yes No	Home Language:	Medical Info:	SALT		
			Cheyne		
			Hearing		
			Sight		
			CAMHS		
			OT		
Other					
Summary of concerns					

Baseline Information

Communication and Language : Development matters stage (in months)	Understanding	
	Speaking	
Concerns with: <input type="checkbox"/> Concentration and attention <input type="checkbox"/> speaking <input type="checkbox"/> listening		
Comments on strengths/difficulties:		

Physical Development : Development matters stage (in months)	Moving and handling	
	Health and Self-care	

Concerns with: <input type="checkbox"/> Moving and handling <input type="checkbox"/> Health and Self-care
Comments on strengths/difficulties:

Personal, Social and Emotional Development Development matters stage (in months)	Moving and handling	
	Health and Self-care	

Concerns with: <input type="checkbox"/> Managing feelings and behaviour <input type="checkbox"/> making relationships <input type="checkbox"/> Self-confidence and behaviour

Comments on strengths/difficulties:
--

Personal, Social and Emotional Development Development matters stage (in months)	Moving and handling	
	Health and Self-care	

Concerns with: <input type="checkbox"/> Managing feelings and behaviour <input type="checkbox"/> making relationships <input type="checkbox"/> Self-confidence and behaviour

Comments on strengths/difficulties:
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Tick in the table to show where the child is currently functioning:

Specific area of learning	0-11 months	8-20 months	16-26 months	22-36 months	30-50 months	40-60 months
Literacy						
Numeracy						
Understanding of the World						
Expressive Arts and Design						

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child's needs: ie: through modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion

Have you spoken to parents yet? Yes/No

--

Information or issues raised from other professionals (inc. support staff/SLT)

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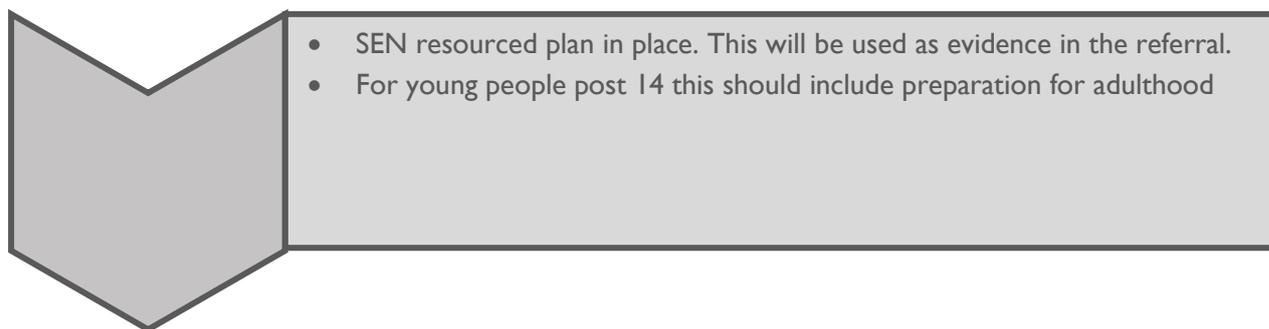
Appendix 2

- **Educational Psychology Service** - Educational Psychologists (EP) apply psychology to promote the learning and social and emotional development of children with additional educational needs. An EP will observe a child in class and make recommendations to help with learning. Consultation can also be offered to parents/carers who have concerns about their children's development or progress.
- **Speech and Language Therapy** – Assessment and provision of appropriate interventions and recommendations for children with speech, language and communication needs. Please note: this service is only available to pupils with an EHCP.
- **Autism Outreach Service** – Queensmill School Outreach trains and supports staff in understanding autism, evaluates pupils and their ability to learn in specific learning environments, gives guidance in preparing for and delivering lessons to pupils with ASD and guidance in creating an appropriate physical environment within a classroom or within the school for children with ASD.
- **Occupational Therapy** - Assessment and planning of programmes of work to help support children advice with physical and sensory needs.
- **Sensory Language and Impairment Team** - Provides specialist services to children with a hearing, visual, language and multi-sensory impairment.
- **Child and Adolescent and Mental Health Services (CAHMS)** - provides support and guidance to promote children's emotional wellbeing in the community.
- **Cheyne Child Development Service** - specialist assessment and healthcare therapy for children with significant developmental needs, including those who are likely to have difficulty accessing learning.
- **Primary Behaviour Intervention Service** – supporting children with behaviour, social and emotional difficulties. Offering 1-1 or small group short-term interventions as well as professional development for staff.
- **Family Support Localities Service** - Offers 'early help' for families. This offer includes a range of support packages depending on the issues identified.
- **School Nurse** - provides a variety of services such as health education within schools, carrying out developmental screening, undertaking health interviews and administering immunisation programmes.
- **Social Services** - supports families and safeguards children who may be at risk of harm.

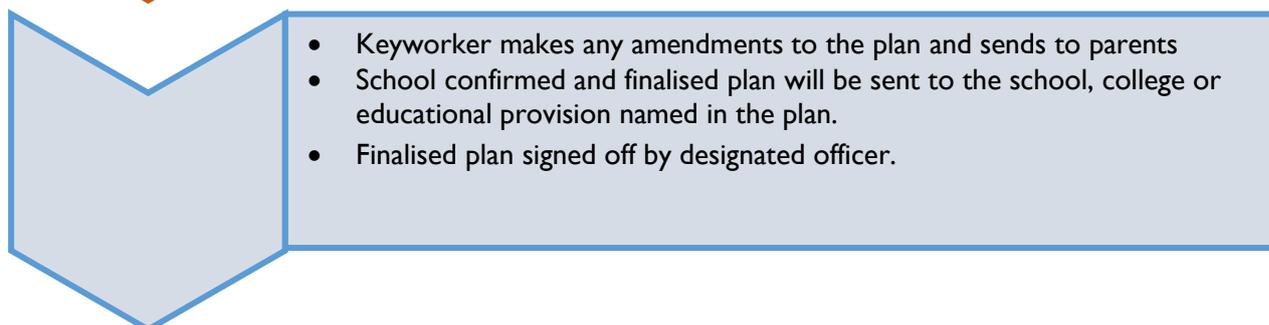
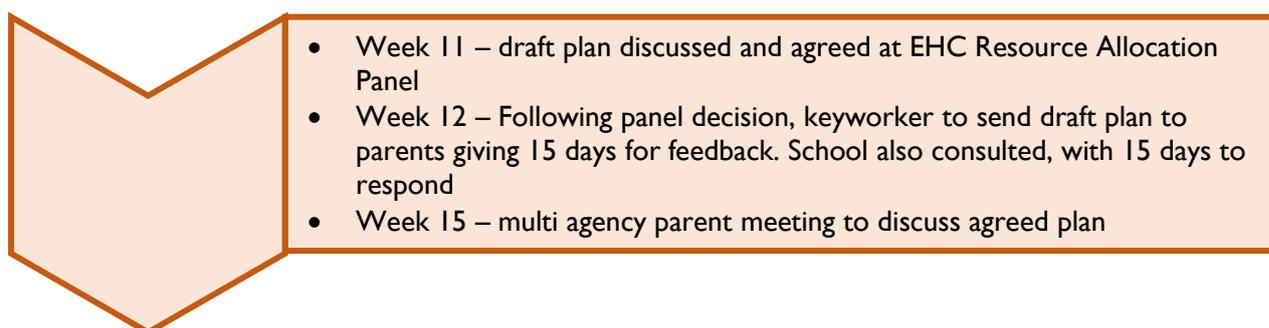
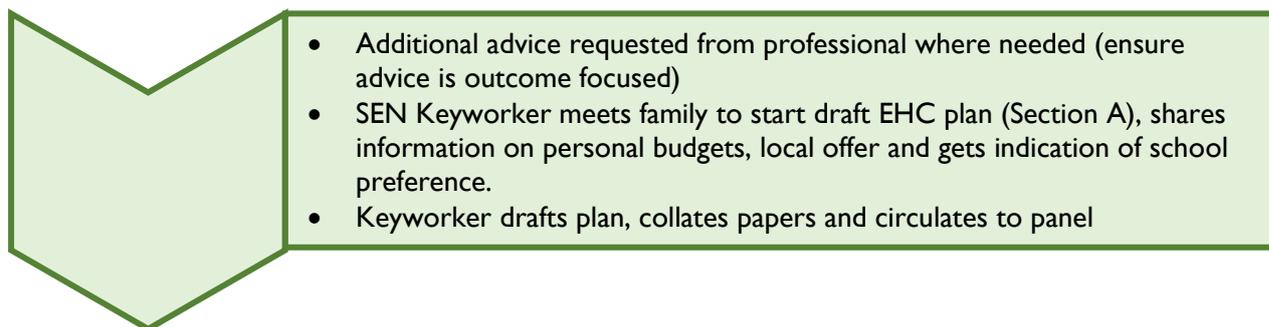
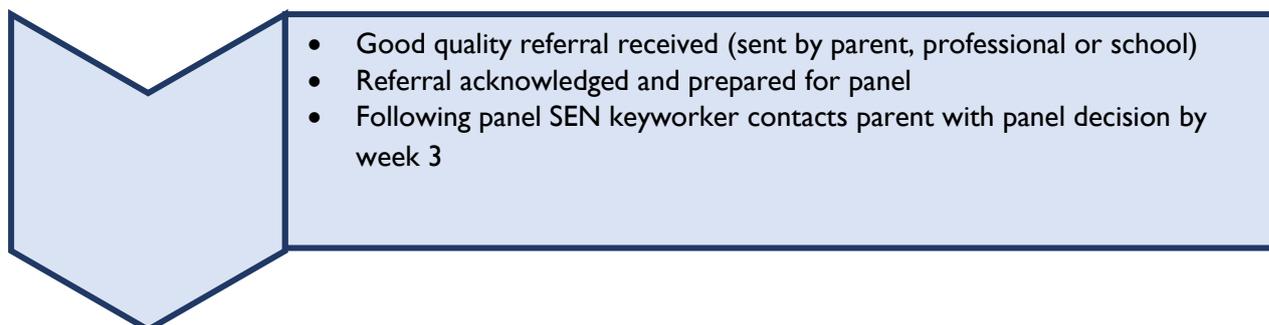
For more information on any of these services please contact the SENCO.

Appendix 3

20 Week Assessment Process



START OF 20 WEEK PROCESS



Appendix 4

The Role of the Governing Body

- Ensure that when the LA has informed the Headteacher that a pupil has special educational needs and disabilities that these needs are made known to all staff who are likely to teach the pupil.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.
- Ensure that parents are notified of a decision by the school that their son/daughter has SEND.
- Consult the LA and the governing bodies of other schools in the interest of a coordinated special educational provision in the area as a whole.
- Report annually to parents on the implementation of the school's policy for pupils with special education needs.
- Ensure that a pupil with SEND joins in the activities of the school, together with other pupils so far as it reasonably practical and compatible with the efficient education of all pupils.

The Governors evaluate the success of the educational provision for pupils with Special Educational Needs by:

- The appointment of Governor responsible for special educational needs.
- Regular SENCO and SEND Governor meetings.
- SEND Governor to be involved in the appointments of SEN staff when it is appropriate.
- SEND Governor visits to monitor provision.
- SEND Governor discussion with parents.
- SEND Governor discussion with pupils.
- SEND Governor liaison with the SENCO to produce and present the annual report to parents.

The SEND Governor is responsible for reporting to the main governing body regarding SEN issues

Appendix 5

The Responsibilities of the SENCO

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Responsible for managing the schools responsibility for meeting the medical needs of pupils.

Appendix 6

The Responsibilities of the Class Teacher

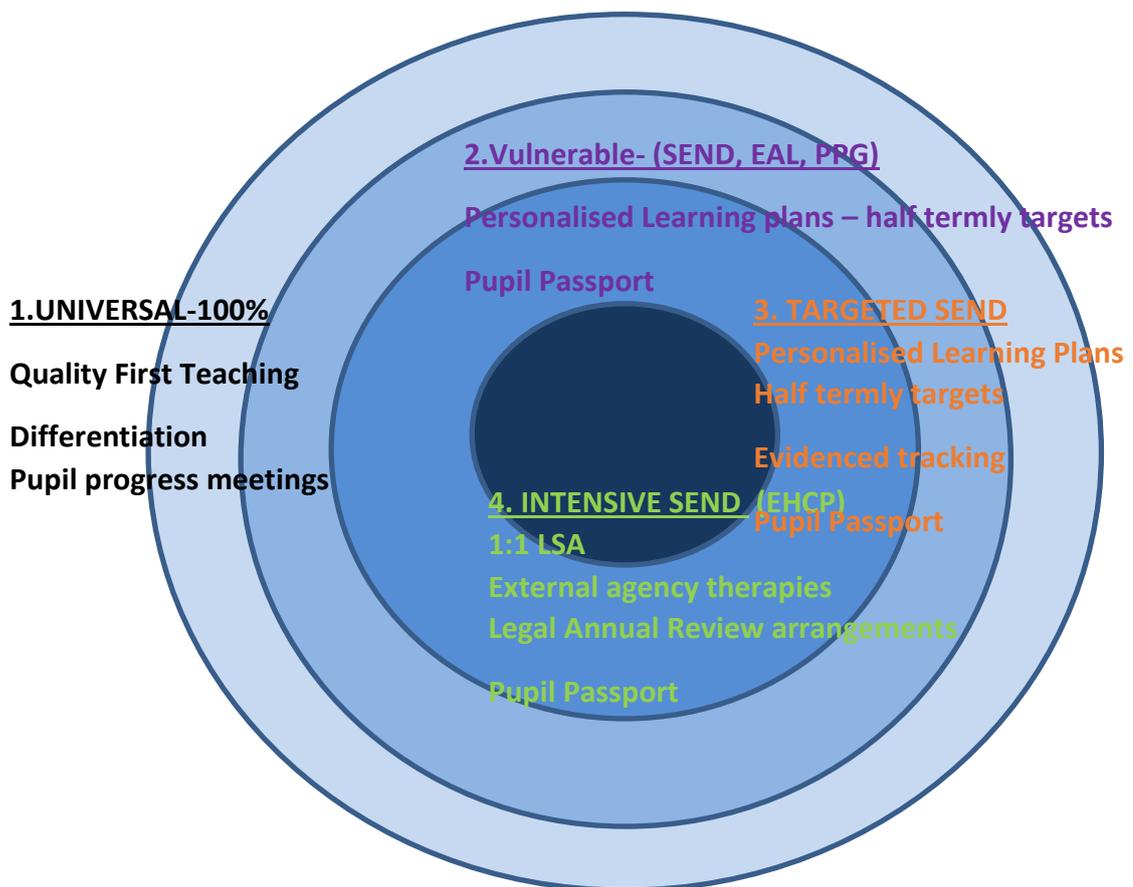
- Inform or seek advice from SENCO when necessary.
- Gather information and make formal assessment about the pupil.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the pupil's needs within his/her normal classroom work through differentiation. Recording strategies/actions used.
- Plan and monitor focused work done within the classroom with support staff where appropriate.
- Contribute to the planning and termly review pupils with SEN in conjunction with the SENCO, parent and pupil.

Appendix 7

The role of the Learning Support Assistant is:

- To support the provision of SEN within the school.
- To follow programmes set by class teacher/SENCo/outside agencies.
- To keep records and monitor pupils' progress using the procedures employed by the school.
- To help and assist pupils with SEN, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning.

Our Layered model of SEND Provision



- **Universal**
Effective differentiation evidenced in planning, books, observations
pupil discussion in Pupil Progress meetings
- **Vulnerable** (SEND, EAL, PPG and pupils of concern)
Personalised Learning plans – half termly targets
Pupil Passport
- **Targeted SEND**
Personalised Learning plans – half termly targets
Pupil Passport
- **Intensive SEND (EHCP)**
1:1 LSA support
External agency therapies
Legal Annual Review arrangements
Pupil Passport