

SEND and Inclusion Policy

Introduction

St John's Primary School is committed to providing an appropriate and high-quality education. We believe that all children, including those identified as having special educational needs and disabilities (SEND), have a common entitlement to a broad, balanced and accessible academic and social curriculum and to be fully included in all aspects of school life. Through working together, our ambition is that these pupils, who face additional challenges, are enabled to fulfil our vision to 'Together, Fly High Like an Eagle'.

We are committed to inclusion and aim to reflect this in our staffing policies and our relationships with parents/carers and the community. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, religion or belief, impairment, attainment or background enabling them to be the best person they can be.

This policy describes the way in which we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social literacy, or to factors in their environment, including the learning environment they experience in school. A child has a special educational need if he or she has significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to take advantage of normal school facilities. We see the inclusion of children identified as having SEND as an equal opportunities issue.

The school provides for children across all four broad categories of SEND: communication and interaction; cognition and learning; social, mental and emotional health; and sensory and/or physical needs. We also recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, confidence, emotional state, age and maturity. We aim to identify these factors as they arise and provide teaching and learning which enables every child to 'fly high' and achieve to their full potential.

The development and monitoring of the school's work on SEND and inclusion is undertaken by the senior leadership team (SLT) and the Governors' Teaching, Learning, Achievement and Wellbeing (TLAW) Committee, which meets termly. The SEND Coordinators (SENDCos) are Tony Weir and Lizzy Coombes Huntley and the SEND Governor is Merche Clarke.

Relevant legislation includes the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the Equality Act 2010. The school must also have regard to the statutory guidance contained in the '[Special educational needs and disability code of practice: 0 to 25 years' \(2015\)](#) (the 'SEND Code of Practice'). Further information

about SEND provision at St John's can be found in the SEND Information Report, available on the school's website.

Aims

1. To ensure that the relevant legislation, Code of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
3. To monitor the progress of all pupils continually, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning and activities by class teachers, the SENDCo, and support staff as appropriate.
5. To provide specific input where appropriate, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable children to move on from us well equipped in the basic skills of reading, writing and maths and social independence/life skills to meet the demands of secondary school life and learning.
8. To work in partnership with parents for the benefit of their child.
9. To involve parents and the children themselves, where appropriate, in planning and in any decision-making that affects them.

Framework for SEND provision

The SENDCos are responsible for coordinating the school's SEND provision and overseeing the day-to-day operation of this policy. They provide professional guidance for colleagues and work closely with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching. In each Year Group, there is also an Inclusion Champion. These are teachers who have additional responsibility to ensure that the needs of children with SEND are being actively considered in all Year Group-specific contexts. The Headteacher and Governors monitor the quality and effectiveness of provision for pupils with SEND. It is the statutory duty of the Governors to ensure that the school meets the needs of children with SEND following the requirements of the SEND Code of Practice.

School staff have wide experience of meeting the needs of pupils with a range of SEND and the school follows a graduated approach to supporting pupils based on their needs. SEND support is primarily delivered by class teachers through high-quality, differentiated teaching with the support of learning support assistants (LSAs) who help to facilitate this. Teachers and LSAs support children with literacy and numeracy difficulties who require small-group intervention or specific targeted 1:1 intervention. Many LSAs have also been trained in specific intervention programmes and have considerable experience and expertise in meeting a range of pupils' needs.

Class teachers are responsible and accountable for the progress and development of the pupils with SEND in their class, including those pupils who access support from LSAs and other specialists. They focus on outcomes for the child, have high aspirations for every pupil

and involve parents/carers and pupils, where appropriate, in the planning and review process.

The school's provision is reviewed termly, by the SENDCo and the Senior Leadership Team (SLT), in line with current pupil needs, educational initiatives, and the school's budget. Support staff, class teachers, the SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning. The SENDCo, LSAs and whole staff regularly attend SEND training to refresh and update their professional development.

Funding and allocation of resources

Since April 2013, SEND provision has been funded using the national funding formula based on a core budget, additional support funding from the school's budget and top-up funding for pupils with more complex needs ('High Needs funding').

High Needs funding is money received from the local authority to support individual pupils who have been identified as having complex SEND. This money is spent on providing additional staff, equipment and resources to support the child's needs. The SENDCo manages the school's applications for High Needs Funding. The needs of other pupils with SEND are met from the school's overall budget.

Each year we map our provision to show how we allocate resources to each year group. Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where viable and are used to support other children where appropriate.

Identifying children with SEND

The school identifies children with SEND by a variety of methods, including whole-school tracking, previous records, reports from professionals (e.g. the educational psychologist, paediatricians, occupational therapists, speech and language therapists, etc.) and the 'new arrivals' policy. SEND information is provided by class teachers to the SENDCo every September as well as by the previous class teacher during the summer term.

Parents who are concerned that their child may have SEND should firstly speak to their child's class teacher, who may then carry out some observation or assessment, or may arrange for the child to have some support in a small group to support an area they are finding difficult. The initial concerns and subsequent targets and provision will be recorded on a 'Tier 1' form. If there are still concerns, the class teacher may wish to discuss the child's difficulties with the SENDCo.

SEN Support, Assess, Plan, Do, Review Forms and My Support Plans

Where a child is identified as having SEND, they will receive 'SEN Support'. The school adopts a graduated response to SEN Support. Children are supported by high-quality teaching, differentiated work, general and specialist learning support assistants (LSAs), additional resources (such as specialist equipment and IT programs) and additional interventions both in and, if needed, out of class. Pupils are monitored carefully by teachers who will discuss progress regularly with parents. This work is underpinned by the school's Equality Policy, Equality Action Plan and Accessibility Plan.

There will be a plan for the child's support (either an 'Assess, Plan, Do, Review' or a 'Support Plan' for higher needs children), drawn up by the class teacher in consultation with parents/carers, the child and the SENDCo. The plan will contain SMART outcomes, and outline the strategies and resources that will be used to help your child achieve them. The SENDCo meets each class teacher regularly to discuss additional needs and concerns and to review plans. The plan will be reviewed and shared with you and your child, where appropriate, at a meeting at least three times a year, and the outcomes, actions and support agreed during the meeting will be recorded and shared with appropriate staff.

Education, Health and Care Plans

In September 2014 a new system of Education, Health and Care Plans (EHCPs) replaced Statements of SEND for children with complex needs. Importantly, having a diagnosis (e.g. Autism or Global Delay) does not mean that a child necessarily needs an EHCP. It is worth noting that only 1-3% of children nationally receive an EHCP; it is for children with the very highest and most complex of needs. However, when appropriate, the school and parents can ask the local authority to carry out a statutory assessment to determine whether a child is suitable for an EHCP.

If the application for an EHCP is successful, the local authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations, as well as the barriers they face. Following the meeting, the local authority will produce the EHCP which will record the matters discussed and decisions made, including the required special educational provision.

If your child has an EHCP a formal annual review meeting will take place to discuss your child's progress and review the EHCP.

Medical needs

In accordance with its duties under the Children and Families Act 2014, the school recognises that pupils 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 special educational needs and may have an EHCP which brings together health and social care needs with their special educational provision.

If your child has medical needs, the school will follow the statutory guidance 'Supporting pupils at school with medical conditions' (2015). Your child may have an Individual Healthcare Plan, and where they have a special educational need identified in an EHCP, the Individual Healthcare Plan will be linked to or form part of that document. The plan may include the administration of medication or medical techniques if these are an ongoing need. The administration of medication for short-term needs is undertaken in line with our Administration of Medication Policy. There are always qualified staff, trained in first aid and the administration of medicines, who are on duty throughout the school day, including at break and lunchtimes.

English as an additional language (EAL) and SEND

Children with EAL receive a new to English language program on arrival to the school, as required. If a child with EAL is identified as also having SEND we will seek advice and assessment from external agencies, such as NHS Speech and Language support or the Better Bilingual network. Our New Arrivals Policy explains the support children and their families receive; this is available from the school office.

Pupil information

Any information relating to your child's SEND will be stored securely. Information will only be shared with other professionals after the school has sought the permission of a parent/carer.

Differentiated, in-class teaching

The school aims to meet the needs of the majority of children with SEND through differentiated, high-quality, in-class teaching. When class teachers are planning their lessons, they think about the needs of all the children in the class and differentiate appropriately and are constantly assessing and adapting to enable progress. All children work on the same topics in class, but adult input, activity, learning outcomes or resources may be adapted for individuals or groups of children, including those with SEND to secure accelerated progress.

Small-group intervention

Where children have similar needs, it may be appropriate to support them within a group (small-group intervention), focusing on the common needs. Groups of children will have provision for their common needs in a small group as well as some individualised support for their unique needs. Provision will run concurrently to differentiated in-class teaching. The group may be supported by an LSA. Responsibility for planning for these children remains with the class teacher, in consultation with the SENDCo. Where children's needs are discrete and highly complex, one-to-one support may also be appropriate but the aim is for children to remain in class with their peers and class teacher as much as possible.

Specialist support

Where appropriate, the school will access specialist services to support the needs of children with SEND. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or direct work with the child. The specialist services will contribute to the planning, monitoring and review of the child's progress.

The school receives support where necessary from a wide range of external agencies, including the Sensory Support Service (vision and hearing); Physiotherapists; Speech and Language Therapists; Occupational Therapists; Behaviour Specialists; Educational Psychologists; Child and Adolescent Mental Health Service; Paediatricians, Bristol Autism Team; and the School Nurse. Parents/carers are informed if any outside agency is involved.

There are many voluntary organisations supporting SEND, including Supportive Parents, our local parent partnership organisation. The SENDCos maintain an up-to-date list and details are available on the school website.

Assessment and review

We measure children's progress in learning against national expectations. The class teacher assesses each child continually, noting areas where they are improving and where further support is needed. We track children's progress from entry at Early Years Foundation Stage (EYFS) through to Year 6, using a variety of different methods including teacher assessment, summative testing and Reading and Spelling Ages. Some children with SEND may be assessed using a 'Prioritised Assessment Tool'. This focuses on key skills and objectives and enables class teachers to assess children on a 1:1 basis to develop an in-depth understanding of their ability and establish misconceptions or specific areas of development.

Children who are working below expected levels or not making expected progress (including those with SEND) are picked up through termly Pupil Progress Meetings with the class teacher and Senior Leadership Team. In this meeting we discuss why individual children are experiencing difficulty and what further support can be given to aid their progression.

These arrangements apply to all children, not just those with SEND. In addition, we use a range of assessment procedures within lessons (such as drama, video, drawing) to ensure that children with SEND are able to demonstrate their achievement appropriately. The SENDCo meets each class teacher regularly to discuss additional needs and concerns for children identified as having SEND, and to review the Assess, Plan, Do, Review Form or Support Plan. The plan will be reviewed and shared with you and your child at least three times a year.

Partnership with parents and carers

Staff and parents/carers work together to support pupils identified as having additional needs. Parents/carers are involved at all stages of the education planning process, and we take into account their experience, and hopes for how their child can fly high. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers, we try always to make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. Our aim is that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. The child's Assess, Plan, Do, Review Form or Support Plan includes targets to work towards at home, and parents/carers and pupils (where appropriate) are invited to contribute their views to the review process.

Regular communication between school and home ensures that parents/carers are kept informed and concerns are promptly acted on. Communication strategies in place for parents/carers of children with SEND include e-mail communications; frequent face-to-face meetings; phone calls; home/school books; annual review meetings; review meetings and

the SEND page of the school's website (information about external sources of advice and support).

Where appropriate, the class teachers set homework which you should support your child with. There are opportunities to come into school and find out about ways of supporting your child's learning in different areas of the curriculum. In addition, your child's class teacher or the SENDCo may be able to suggest ways of helping your child with specific areas of difficulty, for example, reading, spelling or maths.

Access to the environment

St John's Primary School became a split site in September 2013. The Worrall Road (Year 3-6) site is built on three levels with stairs between each level, but special provision can be made to ensure that children with disabilities can attend. Classrooms are available for Years 3-6 on the ground floor. Access to the playground and communal areas like the hall is also available from the ground floor and the school can be accessed at ground level from the car park and main playground entrance. The Lower Redland Road (Early Years Foundation Stage (EYFS) to Year 2) site is also on three levels with stairs and a lift for disabled access, and was recently fully refurbished to the Environmental Access Standards.

Details of our plans and targets for improving the physical environment for disabled pupils are contained in the school's Accessibility Plan.

Access to learning and the curriculum

The school ensures that all children have access to a balanced and broadly-based curriculum, and that the school's curriculum is flexible enough to meet every child's needs. No child will be excluded from any learning activity owing to a learning difference or different ability, unless such exclusion is clearly of benefit to that individual and ultimately leads towards inclusion.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Differentiation takes a variety of forms within teacher planning and support. Learning intentions are always made explicit and activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT where appropriate. The school ensures that curricular and extra-curricular activities are barrier-free and do not exclude any pupils.

Details of our plans and targets for increasing disabled pupils' access to the school curriculum are contained in the school's Accessibility Plan.

Access to information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children, peer support or extra adult support. Where appropriate, information is provided in formats other than print.

Details of our plans and targets for improving the provision of information to disabled pupils are contained in the school's Accessibility Plan.

Admission arrangements

Children with additional educational needs but without EHCPs are considered for admission to the school on exactly the same basis as children without additional educational needs.

Children whose EHCP names the school must be admitted. Prior to starting school, parents/carers of children with an EHCP (or one pending) will be invited to discuss the provision that can be made to meet their identified needs.

Transfer arrangements

If a child has been identified as having SEND before they join St John's, the SENDCo at their previous school or nursery should contact the school and pass on information about the child's needs.

The Early Years Foundation Stage (EYFS) team visit pre-school settings to meet children in the summer term before they start at the school. There is a welcome meeting for parents of all prospective new EYFS children in June. The children are invited into school for two sessions in July, one play based and one story based. If your child has been identified as having SEND, the EYFS Class Teacher and/or SENDCo will make links with your child's pre-school setting and attend their final nursery review. You can also request a home visit to discuss your child's needs and any ways we can help your child to settle into school.

For pupils who join St John's outside the EYFS entry, we follow our New Arrivals Policy. This includes a preliminary half-day visit prior to joining for the child to get to know the school and class and the allocation of a buddy to support their transition. We also try to ensure parents/carers are also given the opportunity to be introduced to another 'buddy' family in order to feel part of the school community as quickly as possible. We endeavour to contact the previous setting and will work closely with pupils with SEND and their parents/carers to ensure the transition is managed in the best way for the child.

When your child is due to move on to a new setting, we will make links with the school so that we can share information. All Year 6 pupils are prepared for transition to secondary school through class and group activities. For some pupils it may help to carry out these activities in a smaller group with an adult. Some pupils may benefit from additional visits to their secondary school and we can help to arrange this. For children with higher needs, St John's will provide a transition plan to secondary school.

Incorporating disability and neurodiversity into the curriculum

In line with our Equalities Policy, as a school we strive to promote and celebrate SEND as part of our daily practice. This includes ensuring SEND issues are represented across all subject areas as opposed to featuring only in discrete pockets of learning. For example, many of our services throughout the year incorporate leading figures with SEND and our display boards around the school represent our diverse community – local, national and international.

The personal, social, health and economic (PSHE) curriculum includes disability, difference and valuing diversity. Advice is sought from disability organisations regarding appropriate resources.

The library resources are regularly reviewed to ensure they include books that reflect the range of SEND issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people.

The school also recognises the importance of increasing awareness of Makaton as a language and runs sessions for the children to learn basic signs. Opportunities to teach the children Makaton (e.g. signed singing and using symbols on displays and around the class) are optimised.

Listening to pupils and parents

The school aims to collect and consider the views and aspirations of pupils with SEND and firmly believes in putting children at the centre of everything we do. We aim to involve children in their target-setting and encourage and support them to contribute towards their annual reviews. In addition, we encourage the inclusion of all children, including those with additional needs, in the School Council and other consultation groups. Parents/carers are invited to contribute their views as part of the annual review process as well as during parents' evenings, SEND events and school-wide questionnaires.

Working with disabled parents/carers

We recognise that there will be a number of differently abled parents/carers of children within the school, and we work to try to ensure they are fully included in all relevant activities. When a child starts at the school, we ask the parents/carers about their access needs. We hold parents'/carers' meetings in an accessible location or at different times to suit those with disabilities. We send notes/newsletters home in the required format, e.g. audio clip, large print, etc and our website is text-to-speech compatible.

Trips and extra-curricular activities

The school's Accessibility Plan aims to ensure that pupils with SEND participate fully in school trips. Examples of appropriate measures include: social stories; borrowing wheelchairs; taking extra staff/helpers and any necessary medication; and informing providers of disabled pupils' needs. A risk assessment is carried out prior to any off-site activity to ensure that nobody's health and safety will be compromised. All children are welcome to attend our after-school activities and, in the case of a child with SEND, providers will be informed of any special requirements.

Evaluating the SEND and Inclusion Policy

Our arrangements for evaluating and monitoring the effectiveness of this policy promote an active process of continual review and improvement. Every year, we analyse the available data on the attainment of our pupils with SEND at the end of their key stage, and compare it with that of similar schools. Whole-school monitoring and evaluation procedures include sampling of work and observations. Outcomes pertinent to SEND provision and planning are taken forward by the whole staff and used to build upon successful practice.

We report progress to the Governing Body, which in turn produces a Governors' SEND Annual Report. Individual targets for children with additional needs are reviewed through Assess Plan Do Review Forms/Support Plan reviews, and a summary of the outcomes arising from these targets is included in the SEND Annual Report.

The SENDCo meets regularly with the SEND Governor to discuss inclusion and current SEND concerns. The SENDCo informs the SEND Governor of the numbers of pupils receiving special educational provision, as well as any pupils for whom a statutory assessment (potentially leading to an EHCP) has been requested.

The SEND Governor leads governor monitoring of the SEND policy through observations and other procedures, to be agreed annually. SEND and Inclusion is a standing agenda item at all TLAW Committee meetings and is reported at full Governing Body meetings through sub-committee reports, which are then discussed as necessary.

The Headteacher reports to Governors on whole-school developments in relation to inclusion and ensures that Governors are kept up to date with any legislative or local policy changes.

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance) and approved by the Governing Body.

Complaints

We have a holistic approach to education at St John's and every member of staff has a responsibility for children's social and emotional well-being. If you have any specific concerns, your first point of contact is your child's class teacher. If you have a query about SEND procedures in school or about getting further advice, you can contact the SENDCos, Tony Weir (Lower Redland Road) and Lizzy Coombes Huntley (Worrall Road), at sendco@stjohnsprimary.org.uk or by calling the school office.

If a parent wishes to complain about the provision or the policy, he or she should, in the first instance, raise the matter with the SENDCos, who will try to resolve it. If the issue cannot be resolved, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format, in accordance with the school's Complaints Policy. This is available, on request, from the school office