



Policy Name	Special Educational Needs and Disabilities Policy			
Date	September 2016	Review Date	September 2017	
Responsibility	FGB	Resources	Curriculum	Headteacher
Committee agreed on:	Signed by:			
FGB agreed/ratified on:	7.12.16	Signed by: 		

St. John's Walham Green Church of England Primary School aspires to develop young people who are successful students, 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:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Code of Practice 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 student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students 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
- 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 students.

Early Identification

Every pupil's skills and attainment will be assessed on entry to St. John's. The needs of students 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, 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 SENCO will carry out an analysis of the pupil's needs across the four main areas of Special Educational Needs and Disability (SEND) and an Initial Concerns Record (**Appendix 1**) will be completed. 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 are informed and a clear date for reviewing progress is to be 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 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 and staff to ensure a smooth transition.

A student'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:

Step 1: Universal

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

Step 2: Targeted

Where a pupil is identified as having SEN, the second 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 pupils' previous progress, attainment, behaviour and the Initial Concerns Record. It will also draw upon the views of parents, 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 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 an SEN Resourced Support Plan, known as a 'Support Plan.' (Previously known as an Individual Education Plan or IEP).

- 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.

- 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. Everyone will be involved in planning next steps.

Step 3: Specialist

The third step will be to seek specialist advice and regular long term support from a specialist professional outside the school. This may include:

- educational psychology
- speech and language therapy
- autism outreach support
- occupational therapy

Referrals will be completed by the SENCO with parental 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 will be included in the Support Plan.

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 3.

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 student, the student has not made expected progress, the school and parents/carers should consider applying for an EHCP.

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.

Support Plans will be used as evidence in the referral alongside a costed provision map to show how money has 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://www.lbhf.gov.uk/Directory/Education_and_Learning/Schools_and_Colleges/Special_educational_needs_SEN/assessment/39020_Education_health_and_care_needs_process_for_assessment_for_children_with_SEN_and_disabilities.asp

5. Provision Mapping and Tracking Progress

Provision maps will be used to track the progress of students where intervention is taking place. The progress of children with a Statement of SEN or 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 Educational Psychologist.

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.

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 plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling students and young people with SEND to achieve their potential.

Parents 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 student's needs. We actively

seek to work with parents 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.
- Be informed by the school of their child's placement within the SEN framework.
- 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/SEND>

Visit the site below for the Hammersmith and Fulham Local Offer

[http://www.lbhf.gov.uk/Directory/Education and Learning/Schools and Colleges/Special educational needs SEN](http://www.lbhf.gov.uk/Directory/Education%20and%20Learning/Schools%20and%20Colleges/Special%20educational%20needs%20SEN)

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.

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 students 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, specialized training will be necessary to support the needs of a particular student. The school is able to access training programmes from different organisations including the psychology in Education service and the Triborough 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 students with SEND. The Governors and Headteacher are

responsible for the school's policy and approach to meeting students' 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 students 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 students in their classes, including where students 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 students 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
- 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 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 Management 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 students with SEND at the school.
- The success of the school at including students with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.

Appendix 1

St. John's Walham Greem CE Primary School

Initial Concerns Record

Completed on _____ By _____

Name of Child							
D.O.B		Class Teacher		Punctuality %			
Year Group		Attendance %		Exclusions			
CIN or CP	Yes / No	Pupil Premium	Yes / No	EAL	Yes / No		
Sight Tested	Yes / No	Hearing Tested	Yes / No	Other			
Other Medical Information	Also see Individual Healthcare Plan (IHCP)						
Achievement data							
FS Profile Scores	C & L	PD	PSED	Literacy	Maths	UW	EAD
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
R	R	R	R	R	R		
W	W	W	W	W	W		
M	M	M	M	M	M		
Phonics							
English							
ORT level		Spelling – High frequency words		Reading – High frequency words			
Letter formation		Is an example of free writing attached?	Yes / No	Other			
Maths							

Number and place value, +, -, x, ÷		Measurement and Geometry		Statistics	
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What are the child's main strengths?	
What are the child's main difficulties? Please outline using the Code of Practice (2014) areas:	
Communication and Interaction	
Cognition and learning	
Social Emotional and Mental Health	
Sensory and/or physical needs	

Outline details of any meetings with parents or outside professionals	
Agreed next steps	

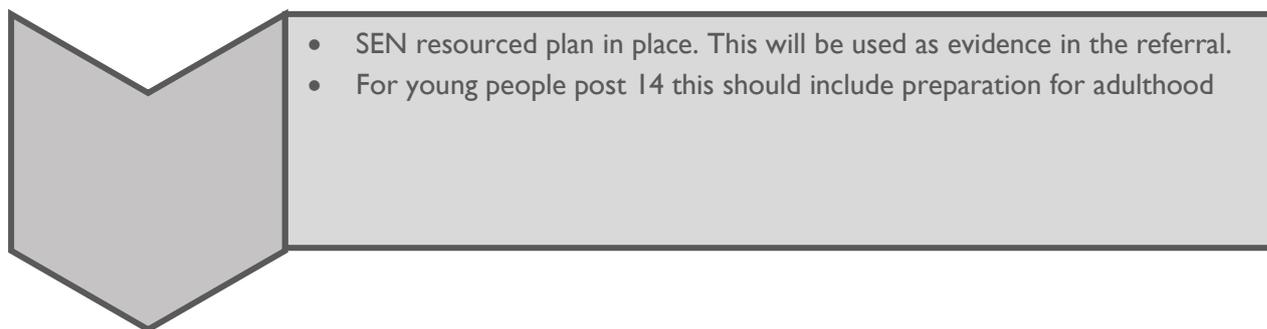
Appendix 2

- **Educational Psychology Service** - Educational psychologists 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.
- **Autism Outreach Service** – Queensmill School Outreach trains and supports staff in understanding autism, evaluates students 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 Intervention Development service (PIDS)** – supports children with behaviour, social and emotional difficulties.
- **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.

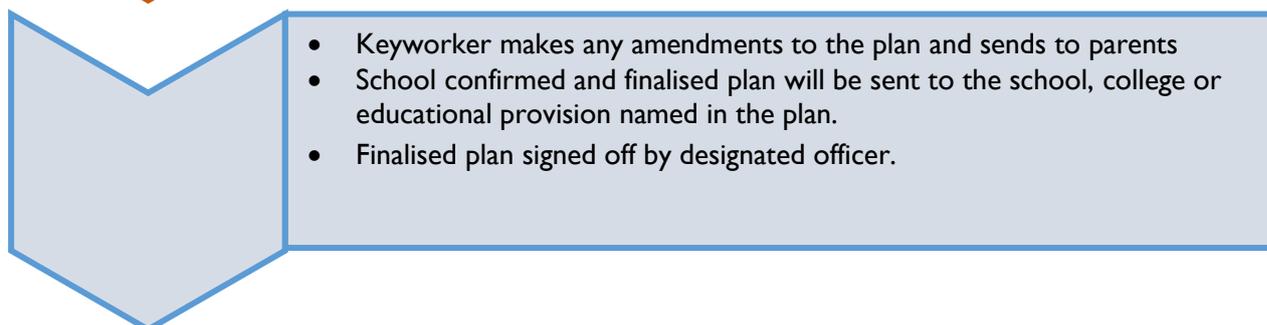
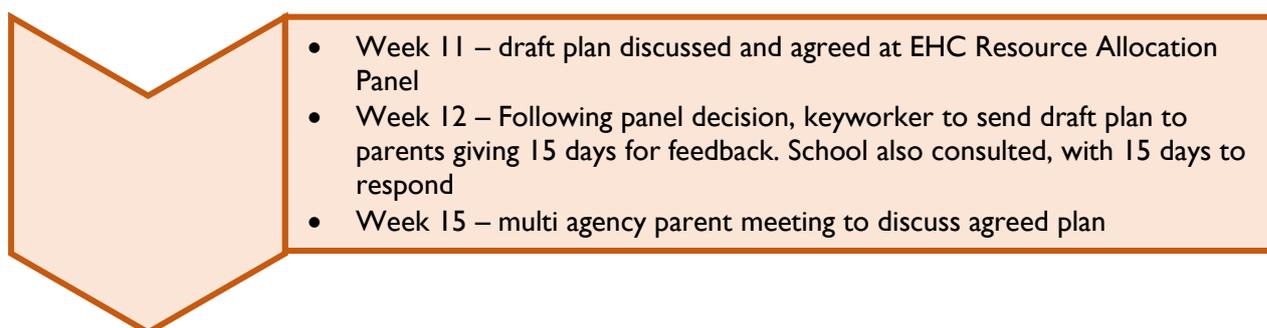
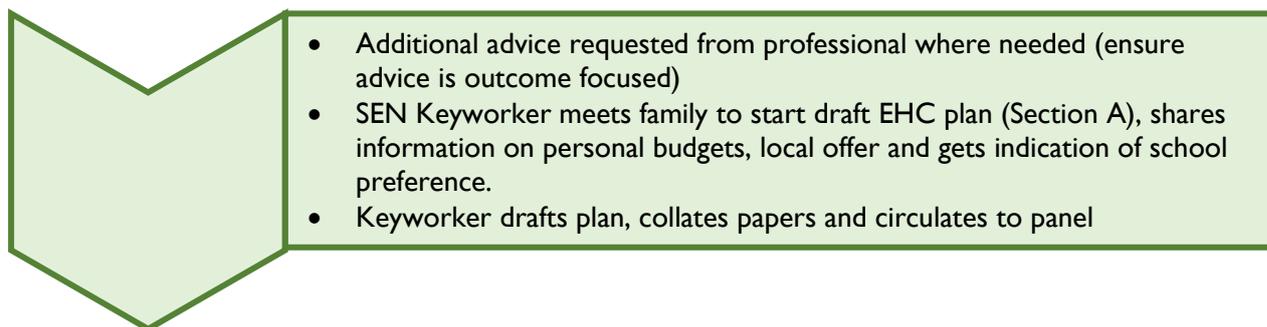
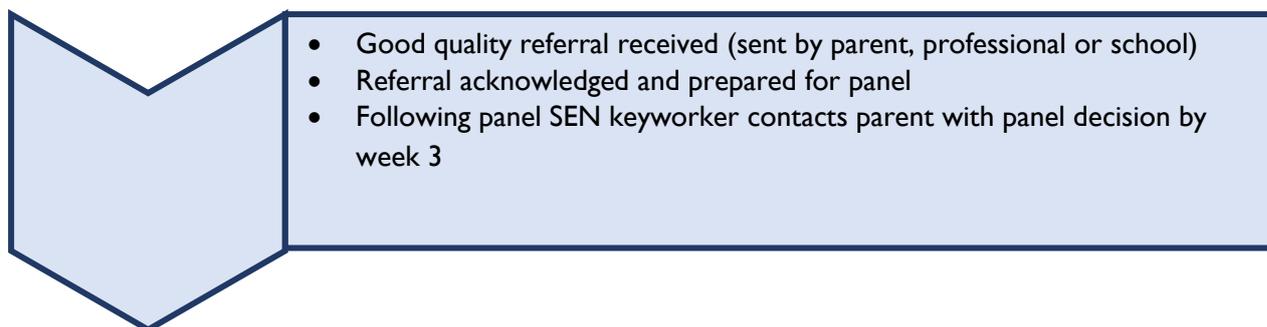
For more information on any of these services please contact the SENCO.

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 student has special educational needs and disabilities that these needs are made known to all staff who are likely to teach the student.
- Ensure that teachers in the school are aware of the importance of identifying and providing for students 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 students with special education needs.
- Ensure that a student with SEND joins in the activities of the school, together with other students so far as it reasonably practical and compatible with the efficient education of all students.

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 students.
- 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 student.
- Inform and discuss with parents their concerns and review regularly.
- Take action to meet the student'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 students with SEN in conjunction with the SENCO, parent and student.

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 students' progress using the procedures employed by the school.
- To help and assist students with SEN, either individually or as part of a group.
- Regular informal discussions with staff on a day-to-day basis.
- Support planning.
-