



**St. John the Baptist**  
Catholic Primary School

*We will prepare the way by loving, living and learning with the Lord*

# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

January 2024

**Audience:** Staff, Governors, Parents/Carers

**Frequency of Review:** Annually

**Postholder Responsible for Review:** SENDCO

(Mrs S Drust)

## **Recommended Associated**

### **Documents:**

- SEND Code of Practice
- Accessibility Policy & Plan
- SEND Information Report
- Medical Conditions in School
- LAC / PLAC Policy
- Equality Policy
- Safeguarding Policy
- Child Protection Policy

**To be Reviewed – January 2025**



## **ST. JOHN THE BAPTIST CATHOLIC SCHOOL POLICY - SPECIAL EDUCATIONAL NEEDS**

The learning and development of a pupil is a partnership between parents/carers, teachers and pupil, within a framework of gospel values. We value the individuality of all of our children and we are committed to giving all of them every opportunity to reach their potential.

This special educational needs policy should read in conjunction with our school information report.

### **INCLUSION AND EQUAL OPPORTUNITIES**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### **AIMS AND OBJECTIVES**

At St John the Baptist School we aim:

- To enable each individual child in the school to reach their potential, whatever their level of ability, in a secure and happy environment.
- To identify as early as possible children with special educational needs and to involve parents/carers in planning individual work, programmes and strategies.
- To support pupils with medical conditions by ensuring consultation with health and social care professionals.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperation and productive partnerships with Our Lady and All Saints Catholic Multi Academy Company, the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners.

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'

To monitor the progress of all pupils to aid the earliest possible identification of SEND

### **A DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

#### **Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is education that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

### **Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

At St John the Baptist School children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Assessment and tracking information
- Concerns raised by parents/carers, pupil or school staff
- Liaison with external agencies
- Health diagnosis

Our clear approach to identifying and responding to SEND supports our understanding that early identification and effective provision improves long-term outcomes for pupils.

With the support of the SLT, classroom teachers conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

‘Less than expected progress’ is characterised using the following stipulations:

Progress is significantly slower than the class average, from the same baseline

Progress does not match or better the pupil’s previous rate of progress

Progress fails to close the attainment gap within the class

The attainment gap is widened by the plateauing of progress

The Special Educational Needs Code of Practice recognises that children’s needs and requirements may fall within or across four broad areas.

These areas are:

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

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.

Children and young people with an Autism Spectrum Condition are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLd), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **A GRADUATED APPROACH TO SEND SUPPORT**

Our first step in responding to a pupil's identified need is to ensure that Quality First Teaching, adapted for individual pupils, is in place. We assure this through moderation (e.g. planning, lesson observations) and subsequent training to address the needs of the children.

If we conclude that the child needs help over and above that which is normally available within the class, the child will be included on the SEND register.

Children may also be on the register if they present persistent social, emotional or mental health difficulties, which are not improved by the techniques usually employed in the school. Other reasons may be if a child has sensory or physical problems and continues to make little or no progress, despite the provision of specialist equipment, or if there are communication and / or interaction difficulties, and continues to make little or no progress.

Children on the SEND register will receive additional support through the formal stage of SEND Support and this will be discussed with parents/carers.

### **SEND Support**

When a child is identified as needing 'SEND Support' we use the graduated approach of Assess, Plan, Do and Review. The class teacher, working with the SENDCO and parents/carers, will carry out a clear

analysis of the pupil's needs. We will decide together if an Individual Plan is necessary. The pupil may receive additional intervention support from school staff.

Parents/Carers will be invited to meet regularly with the class teacher and/or SENDCO to discuss individual targets and pupil progress. We believe that it is important to give all children responsibility for their own learning and therefore to involve them in the review process where appropriate. The review will decide whether the pupil has:

- Made sufficient progress to be removed from the SEND Register
- Maintained sufficient progress to remain on a similar programme
- Made insufficient progress and needs a change of resources, teaching style or may require more support
- Made insufficient progress and need specialist services to liaise with school to support the pupil. Specialist support may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Parental permission is required for children to be assessed individually by specialist agencies.

If the pupil continues to make insufficient progress it may be necessary to complete an application for an 'Education, Health and Care Plan' to complete additional assessments.

### **School Request for an Education, Health and Care Plan**

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

The school and parents/carers will make a request to the Local Authority if the child has demonstrated significant cause for concern. The Local Authority will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

### **Promoting mental health and wellbeing**

It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood. Therefore, St John the Baptist Primary School aim to ensure that the Public Health England & DfE Eight Principles for Promoting Mental health and Wellbeing are reflected in our whole school approach to SEND Provision.

- Our curriculum will focus on promoting pupils' resilience, confidence and ability to learn
- Positive classroom management will be implemented to promote positive behaviour, social development and high self-esteem
- Where appropriate, the school will support parents/carers in the management and development of their child
- For pupils with complex difficulties, additional in-school support may include one-to-one therapeutic work with the pupil or support from an Educational Mental Health Practitioner
- When in-school intervention is not appropriate, referrals and commissioning may be used instead to support the pupil

### **Children with specific circumstances**

#### **LAC**

Pupils at the school who are being accommodated, or who have been taken into care by the LA, are legally defined as being 'looked after' by the LA.

The designated member of staff for coordinating the support for LAC is Mrs S Drust and she ensures that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

## **EAL**

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

The school will consider the pupil within the context of their home, culture and community.

The school will look closely at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **SAFEGUARDING**

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood. The headteacher and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes, behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

## **ALLOCATION OF RESOURCES**

We map our provision to show how we allocate resources to support pupils with SEND. Resources are maintained by the SENDCO and the Head Teacher informs the governing body of the impact of SEND funding.

## **INSET AND TRAINING**

- The SENDCO has a Post Graduate Certificate 'Vulnerable learners and Inclusion' and she has completed the National Award for SEND Coordination.
- The SENDCO has completed the senior mental health lead training
- The SENDCO attends regular network meetings to update and revise developments in Inclusion
- Whole staff training to disseminate knowledge, strategies and experience ensures consistency of the school's approach delivering quality first teaching
- The school liaises with OLAAS to formulate and action priority training

- Teaching and learning support staff have been trained in using intervention programmes and are encouraged to attend SEND training in which they have a particular interest
- Training for staff covers both the mental and physical needs of pupils with SEND
- All training provided is delivered to ensure equality, diversity, understanding and tolerance
- During staff induction, all staff receive SEND training
- The SENDCO, Head Teacher and External Agencies deliver SEND INSET

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The Governing Body must ensure that the necessary provision is made for any pupil who has SEND. In partnership with the Head Teacher they:

- nominate and provide a SEND link governor to liaise with the SENDCO and the Head Teacher (the designated governor is Miss C Hickey)
- determine the school's general policy and approach to provision for children with SEND
- regularly monitor the school's procedures to review their impact on pupils with SEND, including on their mental health and wellbeing
- establish appropriate staffing and funding arrangements
- are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- ensure the SEND provision is an integral part of the School Improvement Plan and the school's self-evaluation process
- ensure that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face

At St John the Baptist School the designated teacher for child protection is Mr I Gallagher and Mrs H Dixon deputises in his absence.

### **The Head Teacher – Mr I Gallagher**

The Head Teacher has overall responsibility for ensuring correct procedures are in place to support SEND pupils at St John the Baptist School. In conjunction with the Governing Body, the Head Teacher will determine the appropriate staffing and funding arrangements to ensure school meets its SEND responsibilities.

### **The Special Educational Needs Co-ordinator – Mrs S Drust**

The Code of Practice makes it clear that the SENDCO plays a pivotal role in co-ordinating effective educational provision for children with special educational needs.

The SENDCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Head Teacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support and teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate school in a timely manner
- Work with the Head Teacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Head Teacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Head Teacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Head Teacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **The Designated Safeguarding Leads – Mr I Gallagher, Mrs H Dixon, Ms S Clarke**

The DSL takes lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.

The responsibilities of the DSL include:

- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online

### **The Class Teacher**

The Code of Practice states that all teachers have responsibility for meeting the needs of children with special educational needs.

Each class teacher is responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves.



- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Working closely with learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

### **Learning Support Staff**

Learning support staff can assist the class teacher in delivering work for specific children or small groups of children with special needs. This programme will be planned by the class teacher for the learning support assistant staff, with specific guidelines for delivery of the work. Learning support staff are responsible for providing feed back to the teacher about the child's progress and about any concerns. The support timetable is reviewed in line with current pupil needs, educational initiatives and the budget. Additional support is funded through individual allocations from the Local Authority.

### **The Early Years**

All staff who work with young children are alert to emerging difficulties and respond early. The school ensures staff listen and understand when parents/carers express concerns about their child's development. The school staff listen to any concerns raised by children themselves.

The SENDCO and Early Years staff ensure children with SEND get the support that they need. Children with SEND engage in the activities that the school offers alongside children who do not have SEND. Parents are informed when the school makes special educational provision for their child.

### **External Agency Support**

Parents/carers are informed if any outside agency is involved.

The SENDCO liaises frequently with a number of outside agencies, for example:

- SEND 0-25 Team (SLCD, SEMH, SENSORY, PHYSICAL, AUTISM) provides specific information, share resources and provide in-service training
- SENTAA (Special Educational Needs Teaching Assessment and Advice)
- Educational Psychology
- Specialist Assessment Service
- Social Services
- Mental Health Support Team
- Solar
- School Nurse
- Community Paediatrician
- Therapists (Speech, Physio, Occupational)

## **PUPIL VOICE & PARENT PARTNERSHIP**

St John the Baptist Primary School will help parents/carers and pupils with SEND to express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Liaise with pupils and their parents using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities in their individual pupil profiles.
- Tailor support to the needs of the individual.
- Provide the opportunity for parents/carers and pupils to participate in discussions to express their views about the pupil's SEND and the support provided.
- Liaise with relevant professionals to support the pupil and their family as appropriate

Partnership with parents and carers plays a key role in enabling children with SEND to achieve their potential. At St John the Baptist School we recognise that parents and carers hold key information and have knowledge and experience to contribute to the support given to the child. All parents and carers of children with SEND will be treated as partners and supported to play an active and valid role in their child's education.

Procedures for parents/carers when wishing to address concerns for a child with SEND are primarily with the class teacher (and if necessary the SENDCO, Head Teacher and the SEND Governor).

Parents are encouraged to use the school website, it contains links to this policy, our school SEND Information Report / Local Offer and Solihull Authority Local Offer for children with SEND.

### **SEND Information Report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

In developing and reviewing our SEND Information Report, the school adopts the following approach:

- Collaborative: The school works with parents/carers and pupils in developing and reviewing the Information Report.
- Accessible: The published SEND Information Report is easy to understand, factual and jargon free.
- Comprehensive: Parents/carers and pupils know what support is available across education, health and social care from age 0 to 25 and how to access it.

## **ADMISSION ARRANGEMENTS**

The admission arrangements for children with SEND are the same as the admission arrangements for all children. Prior to starting school, parents/carers of children with SEND will be invited to discuss the provision that can be made to meet the identified needs.

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.

## **TRANSITION**

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENDCO will telephone the previous setting to further discuss the child's needs.

Prior to secondary transfer consultation between schools will take place. All records will be passed on with the child. The SENDCO will make contact with the receiving school to discuss pupil individual needs.

### **ACCESS TO THE ENVIRONMENT**

- Disabled parking space and dropped kerb to facilitate wheel chair access
- Entrance to St John the Baptist School is suitable for wheelchair access
- Classrooms are accessed by corridors from which there is also wheelchair access
- The school has a mobile ramp for children with physical disabilities
- Accessible toilet available in the school to cater for individual requirements
- Carpeting to facilitate favourable acoustics
- Adequate space to meet with parents and carers
- Teaching & Learning areas to facilitate small group work and individual work

### **ACCESS TO LEARNING AND THE CURRICULUM**

At St John the Baptist Primary School, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high quality and ambitious education regardless of need or disability. We believe that it is vital that our children are equipped with the tools needed to become independent learners, both inside and outside of the classroom. All children should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

- Our Curriculum teaching and learning ensures high quality inclusive teaching, planning and provision to promote pupil resilience and independence
- We ensure that all learners have access to the same academic and vocational opportunities by offering a broad, stimulating and ambitious curriculum, adjusted to the needs of pupils with SEND, so that they are able to reach their full potential
- Our curriculum ensures that all pupils gain a greater understanding of how they learn and the skills of resilience, collaboration, participation, investigation, thinking, creativity, motivation and reflection
- The curriculum values diversity
- Schemes of work and policies for each area of the curriculum are in place and are adapted to include appropriate learning outcomes for all pupils
- We nurture and support children with SEND to be independent learners
- We provide high quality pastoral care, to enable pupils to develop into resilient adults with good mental health
- We promote inclusive learning opportunities and extracurricular activities
- We aim to make all trips inclusive by planning in advance, using accessible places and completing risk assessments
- Children with sensory or mobility impairments or a specific learning difficulty can access the curriculum through specialist resources (e.g. technology)
- We use visual timetables, task management boards, signs & symbols for targeted pupils
- We ensure that Access Arrangements are made for SATs

### **MONITORING OF THE POLICY**

The SENDCO will work with parents/carers, pupils, governors and staff to evaluate our effectiveness in meeting special educational needs. On the basis of this evaluation, there will be an action plan for school development.

An evaluation of the effectiveness of the school's implementation of its SEND Policy will focus on the extent to which pupils are making good progress; the extent to which this policy is supporting the aims of the school; the way in which parents/carers are involved in helping to meet their child's needs and the way in which children with SEND are fully involved in the life of the school.

### **COMPLIMENTS AND COMPLAINTS**

Most complaints are easily resolved with the class teacher or SENDCO. However, if after consultation with them parents/carers feel they have not received the outcome they would like, they will be directed to our Head teacher Mr I Gallagher, who will endeavour to resolve issues. He may direct parents to the Governing body if the needs arise. The school's complaints policy is published on our school website.

We also encourage positive feedback from our parents and carers on our SEND provision. We are grateful for any feedback to improve our services to ensure the best outcomes for our children.

**SENDCO – Mrs S Drust**

**January 2024**