

Leigh St John's C.E. Primary School



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Our SEND Principles

Leigh St John's C.E. Primary School is an inclusive and supportive school that aims to inspire learning and provide necessary support for all our pupils. We endeavor to provide our children with an environment in which they are safe, confident and curious, enabling them to flourish and achieve in all aspects of their development. A priority and mantra for our children is to be a 'decent human being', with the wisdom and skills to take their place as such in the world. A wealth of opportunities provides pupils with experiences they may not otherwise have and raises aspirations for all.

All children in our school have equality of opportunity to enable them to achieve the very best throughout their learning journey at St John's. All children participate fully in all aspects of the curriculum and school life through meticulous adaptations. Throughout this policy, SEND is predominantly referred to; however, pupils who are identified by the school as being vulnerable, such as English as Additional Language (EAL), Pupil Premium and Looked After Children (LAC) receive the same level of care, attention and support as the pupils on our SEND register. Therefore, much of the practice and provision described in the policy applies to our most vulnerable pupils too.

All teachers follow a 'unique needs driven' approach to SEND, English as Additional Language (EAL), Pupil Premium and Looked After Children (LAC) provision using an ASSESS, PLAN, DO, REVIEW cycle to match need to provision. We listen to and work with both children and parents; together we evaluate what children need in order to have a successful and happy learning journey at St John's as well as the effective preparation to succeed at the next stage. This policy outlines our agreed systems and procedures, which ensure all children, regardless of a special or additional need, receives an excellent education.

Relevant Legislation and Compliance

- SEND code of Practice: 0-25 Years 2014 (Updated April 2020)
- Leigh St John's C.E. Primary School Information Report
- Wigan LA local offer
- Children and Families Act 2014
- SEN and Disability Regulations 2014
- Equality Act 2010
- National Curriculum 2014
- St John's Safeguarding Policy
- St John's Equality Scheme
- St John's Equality Statement
- St John's Behaviour, Relationships and Well-Being Policy.

Policy Objectives

- The policy will ensure that we are a highly inclusive school, providing clear guidance and support for all staff on the St. John's 'unique need' approach to SEND provision.
- The policy will support staff in identifying, as early as possible, those pupils who may have an additional need by detailing formal identification procedures.
- The policy will provide information on working in partnership with parents at all stages of a child's support, ensuring their thoughts and ideas are listened to, they understand their child's needs and that they are well informed about their child's progress and attainment.
- The policy will determine how resources are allocated.
- The policy will establish criteria and programmes for monitoring, evaluating and

reviewing the effectiveness of the provision.

- The policy will support specialist advice from outside agencies if/when required.
- The policy will assist the governing body in fulfilling their duties regarding provision for pupils with SEND.
- The policy will ensure that any additional support is effective and determined by the class teacher and SENDCO in accordance with the SEND Code of Practice.
- The practice described in the policy aims that all SEND children learn in a safe, secure and nurturing learning environment which motivates and provokes their curiosity resulting in children who are independent, have high self-esteem and are resilient.

Definition of Special Educational Needs

The Special Educational Needs Code of Practice states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.' A child may be considered as having a learning difficulty if they:

- A. Have a significantly greater difficulty in learning than the majority of children of the same age;
or
- B. Have a disability which prevents or hinders the child from making use of facilities of a kind generally provided for children of the same age in mainstream schools.

Identification

How do we identify children who may have SEND?

The benefits of early identification are widely recognized: identifying the need at the earliest point and then providing correctly matched quality first teaching and interventions improve long term outcomes for children.

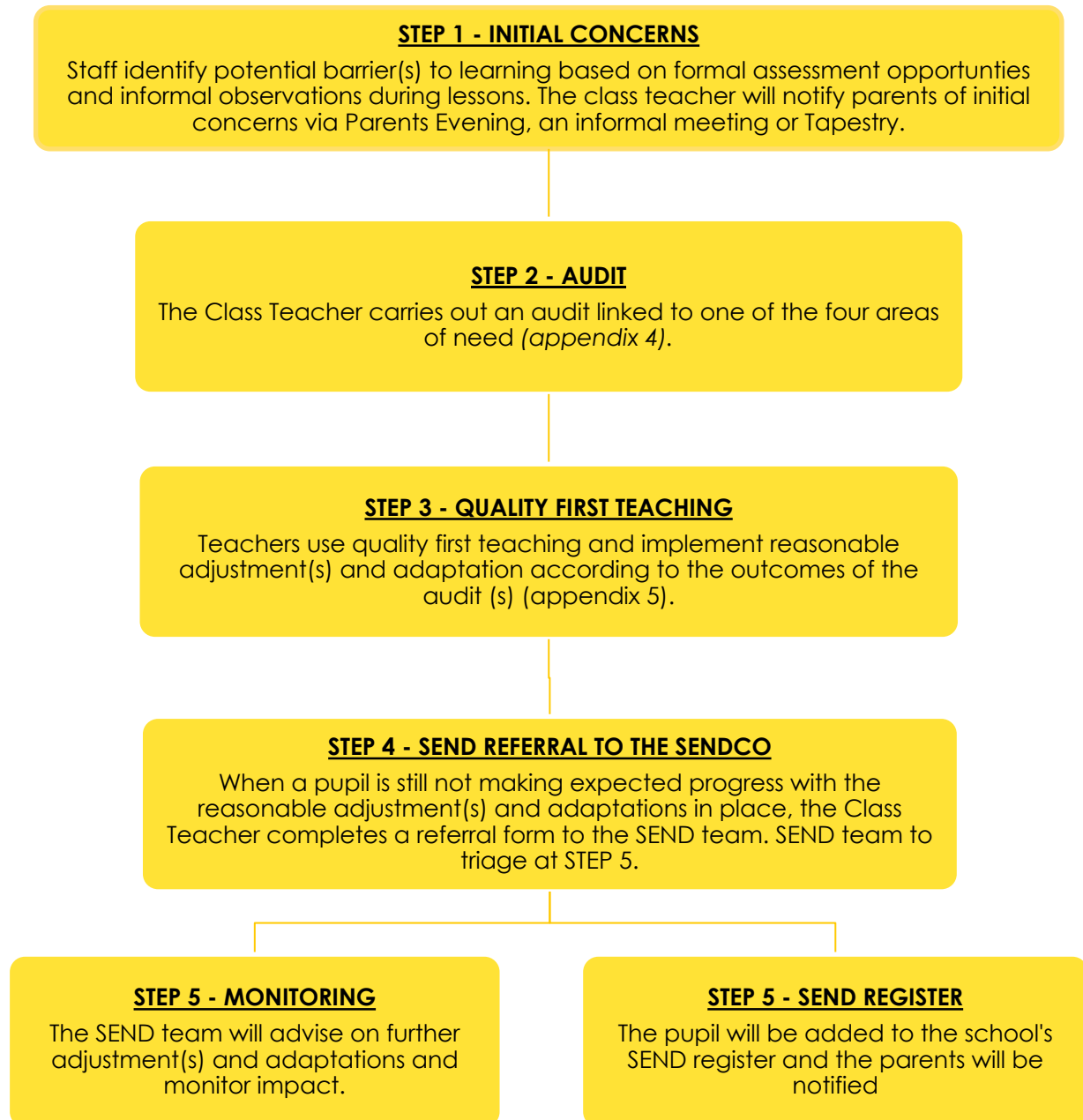
To ensure SEND needs are identified early, regular opportunities to assess ALL children - informally and formally - have been implemented across year groups:

	All Children	Children with indicators of SEND
Reception	• Reception Baseline Assessment • WellComm – Speech and language toolkit • Phonic acquisition assessment • EYFS Profile	LSJP SEND identification audits which include: - Slow Processing - Working Memory - ADHD - Sensory and Processing - Autism - Dyspraxia - Dyscalculia - Dysgraphia - Speech and Language Although all children complete a Dyslexia screen at Year 4, screens are used throughout Y5 and Y6 for children who display indicators of a specific difficulty.
Year One	• WellComm – Speech and language toolkit • Key Stage One Phonic acquisition assessment • Year One Phonic Screening • Boxall Profile • PM Benchmark - Miscue Analysis • End of Unit writing assessment • NFER Mathematics assessment	
Year Two	• WellComm – Speech and language toolkit • Key Stage One Phonic acquisition assessment • Boxall Profile • PM Benchmark - Miscue Analysis • End of Unit writing assessment • End of Key Stage One SATs (used throughout the year)	
Year Three	• WellComm – Speech and language toolkit • Boxall Profile • PM Benchmark - Miscue Analysis • End of Unit writing assessment • NFER termly assessment (Reading, SPAG and Mathematics) • Dyslexia screen for children showing early indicators • Star Reading Assessment (Reading Ages) • End of unit writing assessment	

Year Four	• Dyslexia Screen • WellComm – Speech and language toolkit • Boxall Profile • PM Benchmark - Miscue Analysis • End of Unit writing assessment • NFER termly assessment (Reading, SPAG and Mathematics) • Star Reading Assessment (Reading Ages) • End of unit writing assessment	
Year Five	• Dyscalculia screen for those showing indicators • WellComm – Speech and language toolkit • Boxall Profile • PM Benchmark - Miscue Analysis • End of Unit writing assessment • NFER termly assessment (Reading, SPAG and Mathematics) • Early Dyslexia screen for children showing early indicators • Star Reading Assessment (Reading Ages) • End of unit writing assessment	
Year Six	• WellComm – Speech and language toolkit • Boxall Profile • PM Benchmark - Miscue Analysis • End of Unit writing assessment • Star Reading Assessment (Reading Ages) • End of unit writing assessment • End of Key Stage Two SATs	

A graduated approach is used to identify, respond, support and care for children with additional needs. The SENDCO (Mrs. N Hatton) is consulted about any pupil for whom the Class Teacher has concerns. Where concerns arise, staff begin following the steps detailed in the school's formal identification process for SEND:

What is the process for identifying a child who may have SEND?



The aim of adding a child to 'monitoring' (step 5) is to provide individuals with personalised and targeted, temporary support aimed to close any gaps between the pupil and their peers. If a child does not make improved progress and those adults working closely with the individual or parents still have a concern, the children's level of support will be increased and further investigation into their learning needs will begin. This will result in the child being added to the school's SEND register, and an area of need will be agreed upon.



What is our graduated response when identifying the level of need a SEND pupil may require?

LSJP Graduated Response for SEND Pupils

SEND MONITORING

This is our first level of identification. A teacher may notice some slight difficulties; they will differentiate provision and discuss initial concerns with parents and SENDCO.

At this level children are NOT identified on the school's SEND register.

SEND - CLASS SUPPORT (CS)

Children will receive additional specific and targeted support to help children progress to age related expectations. Children will have an Individual Education Plan (IEP) which will be written in partnership with parents. This is 'Low-level' support.

SEND - SCHOOL SUPPORT (SS)

School will work in partnership with children and their families to provide a highly personalised Individual Education Plan. Children will access further additional support beyond that offered at class support. A child will be moved to School Support when additional advice has been sought from an external agency like an Educational Psychologist. This is 'High-Level' support.

EDUCATION AND HEALTH CARE PLAN (EHCP)

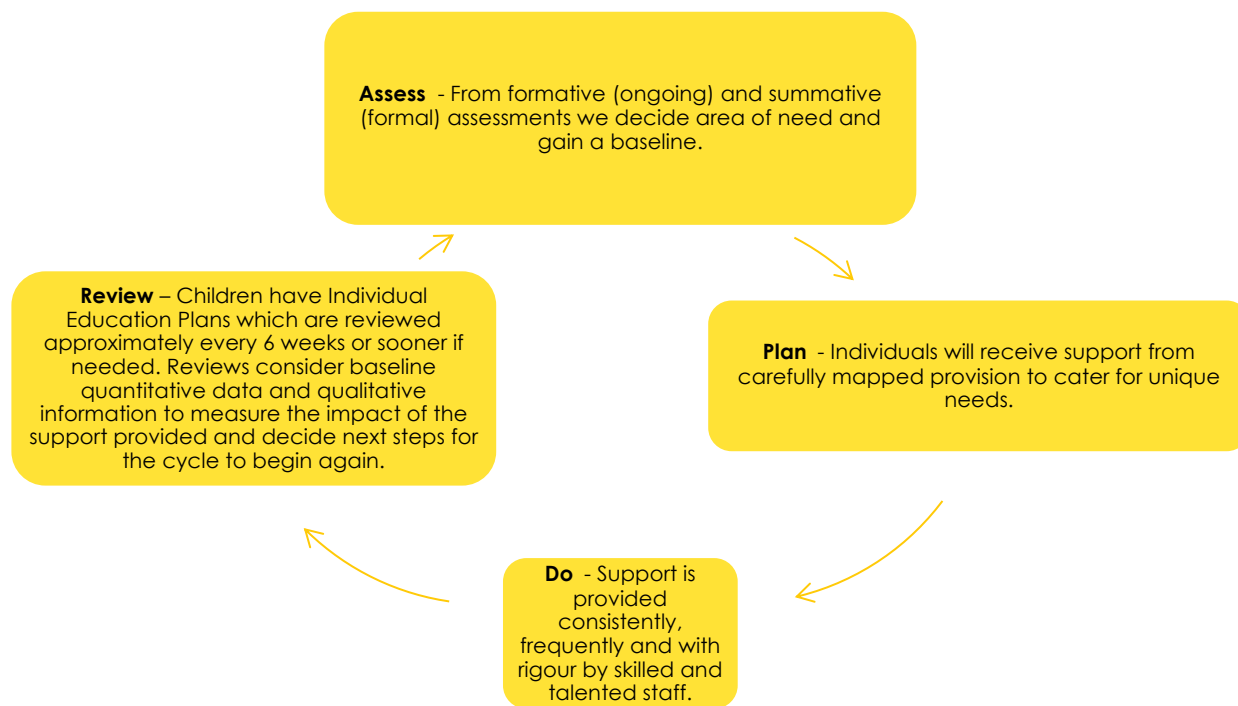
School, family and external agencies will together make a decision when it becomes necessary for a child to be assessed for an EHCP. The purpose of an EHCP is to meet the special educational needs of a child to secure the best possible outcomes for them across education, health and social care as they get older and to enable children to move towards long term aspirations.

Once children are identified as having a Special Educational Need and/or Disability, their area/s of need will be decided. There are four areas of need stated in the 'SEND code of Practice 2014):

- Communication and Interaction (C and I)
- Cognition and Learning (C and L)
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and/or Physical Needs (S/P).

The SENDCO takes the lead in organising the pupil's special educational provision, consulting with the class teacher, who remains responsible for working with the pupil in the classroom. It is noted that high quality teaching is the first step in responding to pupils who have or may have SEND.

SEND support will take the form of a four-part cycle through which decisions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process we use is:



This graduated approach will be conducted through the use of SEND progress meetings. Each term (or more frequently if necessary), the child's family and any relevant professionals will meet. The child's view will be sought prior to any meetings, and the child may be invited to join the meeting when possible. Individual Education Plans (IEPs) will be discussed, and the child's next steps will be jointly agreed upon. Furthermore, a decision will be made regarding whether the child should return to 'SEND Monitoring' or if they would benefit from increased support.

Roles and Responsibilities - The SEND Team

Emma Lightfoot - Head Teacher

Natalie Hatton – Deputy Headteacher and SENDCO

Lesley Hughes – Pastoral Manager

Kerry Boneham - Pastoral Support

Vivien Hilton – SEND Link Governor

The 'SEND Team' work together to ensure:

- The strategic development of the SEND Policy and provision within the whole context of our School Improvement Plan
- Support the Head Teacher in the day-to-day operation of the School's SEND Policy and help co-ordinate the provision for SEND pupils
- Liaise with parents and other professionals in respect of children with SEND and ensure that relevant information about individual children with SEND is collected, recorded and updated.

The Governors will:

The governing body, with the Head and Deputy Head Teacher, will:

- Determine the School's Policy and approach to provision for children with SEND.
- Establish the appropriate staffing and funding arrangements.
- Maintain a general oversight of the school's work.
- Ensure that a pupil with special educational needs enjoy all school experiences and opportunities, taking into account:
 - That it is reasonable, practical and compatible with the child's learning needs
 - The effect on the quality of education of the other pupils
 - The efficient use of resources to support teaching and learning.
- Nominate a named Governor for SEND.
- Monitor the school's work on behalf of children with special educational needs.

The Headteacher will:

- Work closely with the Inclusion Manager/SENDCO and Pastoral Manager to oversee the daily provision for pupils with SEND.
- Ensure pupils with additional needs are assessed and monitored appropriately and their progress measured.
- Ensure the governing body are fully informed of the schools work with SEND pupils.

The SENDCO will:

- Follow school's SEND procedures as laid out in this policy.
- Organise the day-to-day implantation of the policy.
- Review all the available data/information using workbooks, school's tracking system and assessments to monitor pupils' progress and any indicators of SEND.
- Collect any additional information from any other appropriate agencies or schools/pre-schools previously attended.
- In consultation with other stakeholders, decide whether to seek further advice and/or support.
- Organise and co-ordinate targeted and matched to unique needs provision, monitoring progress towards target and evaluate the impact of support within a time frame.
- Support class teachers to develop provision maps/intervention scheduling and delivery.
- Support and advise colleagues.
- Oversee all records of children with SEND.
- Complete relevant documentation and forms for reviews, funding, Education and Health care Plans and referrals to wider agencies.
- Be a link and support to Parents.
- Be a link for other support agencies.
- Monitor and evaluate provision and ensure the Headteacher is well informed about the quality of provision and outcomes for SEND children.
- Organise a range of resources including staff and interventions.
- Liaise with staff regarding the screening of specific difficulties of children with high indicators to ensure they are supported to meet their potential.
- Contribute to the professional development of staff.

- Liaise with pre-school providers, other primary schools and high schools when children transitions between settings.

The Pastoral Team will:

- Follow school's SEND procedures as laid out in this policy.
- Focus on children with learning, social, emotional and behavioural needs and/or have a medical disability or health care need.
- Support the SENDCO with identifying and delivering effective provision for pupils with any additional need.
- Attend review/planning meetings and any other external support agency meetings when required.
- Be a link and support to parents.
- Be a link for other support agencies.

Class Teachers will:

- Follow school's SEND procedures as laid out in this policy.
- Have overall responsibility in the day-to-day provision of SEND pupils in their class.
- Identify a child with SEND using school's identification procedures.
- Have a detailed knowledge of each child's needs and ensure learning needs are met in full.
- Plan for and teach the range of pupils within their class effectively across the curriculum areas to enable all pupils to make good or better progress.
- Keep parents informed of their child's progress, any concerns and action to be taken.
- Write Provision Maps/intervention schedules for the pupils in their class.
- Attend meetings with parents, as and when appropriate.
- Write and review Individual Education Plans (IEP) or Individual Behaviour Plans (IBP) using Edukey Provision Maps for children at 'Class Support', 'School Support' or 'EHCP' which detail clear and S.M.A.R.T learning targets, how they will be achieved and what success will look like.
- Ensure IEP and IBP represent the child's voice.
- Ensure IEP and IBP are developed in consultation with parents and their effectiveness continually monitored and reviewed.
- Ensure Teaching Assistant support is effective and secures a positive impact on SEND pupils.

- Liaise with Teaching Assistants, SENDCO and Parents.

Teaching Assistants will:

- Follow school's SEND procedures as laid out in this policy.
- Have a detailed knowledge of each child's needs and effectively support the teacher to ensure the child's learning needs are met in full.
- Assist the class teacher in the implementation of daily personalised planning.
- Assist the class teacher in the implementation of IEPs, deliver high quality interventions and implement recommendations from external professionals.
- Support the effective delivery of a differentiated and personalised curriculum.

School and the Child 'Team Work'

We want every child to exude happiness in school. We want every child to feel valued and successful. All staff work hard to ensure they know every child exceptionally well.

The views of SEND pupils are gained by teachers, the SENDCO and the Pastoral Manager through 'Talking Mats' and 'Child Voice – Noughts and Crosses'. The views are carefully reflected upon and actioned. All SEND children are encouraged to be actively involved in setting targets for their IEP and they are involved in reviewing how well they have done.

We ask children to:

- Always display St. John's Core Christian Values in all that they do.
- Demonstrate 'Ready, Respect and Safe'.
- Take responsibility for their learning.
- Have views, feelings and thoughts about their learning.
- Make judgments about their performance and attitude to learning and recognise their successes/development areas with the support of all practitioners and their parents.

School and Parents 'Team Work'

Parents are the most important part of any child's learning journey; therefore, we strive to ensure parents' wishes are met where possible. School will always seek their feelings and

perspectives on their child's development during IEP meetings; parents are very highly regarded and valued. Our open approach ensures that they are always welcome to discuss their child. Notably:

- School will inform parents when they first identify that a child has SEND and will explain the purpose of any intervention or programme of action. School will provide a letter formally notifying a parent that their child is on the school SEND register. (See appendices).
- Parents will be expected to attend standard parents' evenings, regular meetings with class teacher or SENDCO to discuss and share Individual Education/Behaviour Plans (IEP IBP) and any meetings with other agencies, such as Educational Psychologists (EP) if required.
- Parents will be encouraged to use 'Tapestry' - our online learning journal - to share celebrations at home.
- School will ensure that parents understand procedures and have knowledge of their child's entitlement within the SEND framework.
- School will respect the differing needs of parents themselves such as a disability or communication barriers.
- Parents will communicate regularly with the school and alert us to any concerns they have about their child's learning or provision.

Teaching and Learning

Class Support (CS)

Triggers for Intervention at 'Class Support':

- Evidence that a child has made little or no progress even after teaching approaches are targeted particularly in a child's identified area of need.
- The child shows signs of difficulty in developing English or Mathematics skills, which results in poor attainment.
- The child may present with persistent Emotional, Social and Mental Health needs, which impact on their daily learning and well-being.
- The child has sensory or physical needs and continues to make little or no progress despite the provision of specialist equipment.
- The child has communication and interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Defining and Provision at 'Class Support':

St John's invests highly in developing talented Teaching Assistants to support classes, small groups and also work one-to-one with identified individuals. At 'Class Support', the class teacher is responsible for providing interventions and targeting support with the resources available to them within their class environment:

- The SENDCO will support the class teacher to provide necessary support to ensure unique needs are met.
- IEPs will be written jointly with parents and implemented rigorously.
- Teachers will ensure that individuals and groups are identified in planning (where necessary) through differentiation of tasks and learning challenges.
- When undertaking reviews of IEP targets in English and Mathematics, teachers will consider evidence-based intervention programmes, support strategies and groupings for these pupils.
- In the instance a child is identified for SEMH needs, a 'Child on a Page' will be prepared to ensure a joint thinking, consistent and effective approach is applied.
- It is unlikely that any other supporting agencies will be involved with a child at 'Class Support' with the exception of Speech and Language Therapy (SALT) in the Early Years.

School Support (SS)

Triggers for Intervention at School Support:

A child will move to 'School Support' when evidence shows that, despite an individualised programme and support:

- The child needs to be referred to other agencies such as a TESS Teacher or Educational Psychologist to gain clarification of needs and advice on the best course of action to meet their unique needs effectively.
- The child continues to make little or no progress.
- The child continues to work substantially below the expectations of their year group.
- The child continues to have some specific difficulties in developing English and Mathematical skills.
- The child has social, emotional and/or behavioural needs which substantially and regularly interfere with their own learning or that of the class, despite having an 'Individual Behaviour Plan' (IBP) and 'Child on a Page'.

- The child has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff by specialist service.
- The child has on-going communication or interaction difficulties that hinder the development of social relationships and cause substantial barriers to their personal, social and emotional development.

Defining and Provision at School Support:

- School will refer a child to the relevant external support services.
- The child will have an individual IEP written by the class teacher in partnership with support services. IEP targets will be derived for agencies where appropriate.
- Support services may provide specialist assessment and will advise and support teachers on setting targets for learning, learning strategies, resources and training, if needed, for the Teacher or Teaching Assistant.
- In some cases, children may work with Specialist Teachers, Teaching Assistants or Health Care Professionals.
- The SENDCO will review support and endeavour to target resources to provide for the needs of the child, ensuring all recommendations by external agencies are implemented.

Education Health Care Plan (EHCP)

If a child continues to make very limited progress after robustly implementing recommendations, OR to sustain the high level of support which is having a positive impact, a consultation will be held with the parent to assess if a child needs an Education Health Care Plan.

Triggers for requesting assessment for EHCP:

- Assessment will be requested by the school where a child has demonstrated significant cause for concern.
- This is usually after strategies have been in place and programmes implemented without success over a sustained period of time with Educational Psychologist involvement and other necessary professionals.

- A high level of support has been applied for a significant length of time and school and parents agree that the level of support will be required longer-term help pupil fulfil his/her potential.

Requesting an Education Health Care Plan Assessment

Where a request for an Education Health and Care Plan is made by the school to the LA, the child will have demonstrated significant cause for concern. The Local Authority will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. This information will include:

- Individual Educational Plans for the pupil
- Records of regular reviews/meetings and their outcomes
- The pupil's health, including the child's medical history where relevant
- National Curriculum assessment results
- Educational and other assessments/advice from any external agencies who have been working with the child, for example, Educational Psychology, Speech and Language Therapy, Occupational Therapy etc.
- Views from the parents and child.

An Education Health and Care Plan involves consideration by the Local Authority and working cooperatively with parents, the school and other agencies as to whether a statutory assessment of the child's special educational needs is necessary. The outcome of this may be that the LA does not deem it necessary for the child to receive funded, allocated support, but needs to remain on interventions within school. Alternatively, the LA may agree that there is significant cause for concern and may award an Education Health and Care Plan. In such instances, there are ranges of funding which the child may receive to enable their support in school to continue.

When an Education Health Care Plan is Awarded

An Education Health and Care Plan for children with special educational needs will include:

- The pupil's name, address and date of birth

- Information about the pupil's life ambitions and opinions on their education, health and care
- Information about the child's family, non-educational professionals and educational professionals
- Details of all of the pupil's special/specific needs
- The special educational provision necessary to meet the pupil's needs
- The type of school where the provision is to be made
- The child's long-term 'outcomes' and how everyone involved intends to enable the pupil to achieve them
- Relevant non-educational needs of the child.

All children with Education Health and Care Plans will have short-term targets set for them, which will be set out in an IEP and will be implemented, as far as possible, in the regular classroom setting. The delivery of the interventions will be the responsibility of the class teacher and supporting Teaching Assistant. The deployment of TAs to support these children will be the responsibility of the SENDCO. The 'assess, plan, do, review' strategy will be used to decide how effective the IEP is and whether changes need to be made to it.

All Education Health and Care Plans must be reviewed annually with parents, the pupil, the LA, the school and any other professionals involved in supporting the child in order to consider whether any amendments need to be made to the description of the pupil's needs and outcome targets.

Daily Provision for Children with EHCP

The funding and provision for the child will be determined by the needs of the 'EHCP'. The school has a statutory duty to ensure that the provision is made and to monitor and review progress. In accordance to their needs, children with SEND receive support in some or all the following ways:

- in class support by the class teacher, working in small groups or individually according to their needs
- being provided with a differentiated curriculum
- small group or individual work with teaching assistants following an individual / group programme of work - this could be in class or withdrawn support

- when appropriate, work with external Specialist Staff.

Individual Education Plans (IEP)

Individual Education Plans (IEP) will be written for children at 'Class Support', 'School Support' or for those that have 'Education Health Care Plan'. They will record what is additional to and different from the teacher's daily curriculum plans. An IEP will be developed with parents/carers and the child, and it will be reviewed at least termly.

The IEP will focus on 3 or 4 individual Specific, Measurable, Achievable and Relevant Targets (SMART Targets). The IEP will also contain:

- teaching strategies and adaptations
- identify the adults who will deliver the support
- identify a time frame indicating a start and review date
- parents actions and views
- impact and Review information
- child voice.

Class SEND Provision Maps/Intervention Scheduling

We design a 'Class SEND Provision Map' or complete intervention scheduling for all vulnerable groups of children including:

- SEND children
- those pupils entitled to the Pupil Premium Grant who require support to enhance their progress
- English as Additional Language Pupils
- looked After Children (LAC).

These are produced by the class teacher. They summarise all the additional support a child has had from within the class and the wider whole school provision map. The teacher will evaluate the impact on learning and the well-being of each child.

Monitoring the Progress of SEND Pupils

We aim for excellent progress for all children. The progress SEND children make should narrow attainment gaps, prevent an attainment gap widening or show improvements in pupils'

behaviour, social or personal skills. Progress is monitored of all pupils by the SENDCO using information from:

- school's data tracking system
- assessment information – including SEND identification assessments and class wide assessments
- work and book scrutiny
- pupil progress meetings
- professional dialogue with staff
- learning conversations with parents and children
- baseline and exit data directly linked to a specific intervention to measure the impact of prescribed interventions.

Qualitative data gained from some of the above sources is analysed to measure the progress pupils are making with their learning and personal, social and emotional development.

Exiting SEND support

A child will be removed from the school SEND register if:

- The child consistently meets the outcomes set on their IEP.
- The child is 'keeping up' and 'not catching up' to their peers.
- They are at or close to age related expectation.
- They do not require 'above and beyond' level of support compared to their peers in order to achieve good outcomes or fulfil their potential.

Transition

On entering our Reception Class:

- The Pastoral Manager and/or SENDCO will visit the nursery/pre-school/childminder of any child that has been highlighted to school.
- We will seek the views of nursery key workers and parents on how the transition can be smooth and the necessary provision which needs to be provided when the child starts school.

- If necessary, school will visit the child at home, invite the child to attend extra 'Big School Time' sessions and attend any necessary meetings with professional agencies such as a Speech and Language Therapist.
- We will also follow any advice provided by the 'Early Years Inclusion Team'

We will meet with the SENDCO from the child's previous setting to ensure all documentation is shared. Our links with the Early Years Inclusion Team and other settings enable us to liaise regarding children who may transfer with SEND. Other relevant documentation (via the Speech and Language Therapy Departments, Educational Psychologists etc.) may also aid early identification prior to school entry.

On exiting our School:

- The SENDCO and/or Pastoral Manager will meet with the SENDCO from the receiving school or if this is not possible will communicate through telephone/email/Teams.
- Arrange visits to school from receiving teacher, if needed.
- Arrange extra visits to the receiving school if beneficial.
- Provide all SEND child folders or electronic transfer to the SENDCO at the receiving school, and where possible, the school will receive a copy before the child's start date.
- The class teacher will complete the 'Change of School' form for the receiving school which will be sent with all children's books and records.

Supporting Pupils with Medical Conditions

Please also refer to the school's 'Equality Scheme' and the Equality Act 2010.

The school recognise that pupils at school with medical conditions should be effectively supported so that they have full access to an excellent well-rounded education and all aspects of school life are accessible. The Pastoral Team will work with the families of children with medical conditions to ensure children receive the level of care they require through the development of a 'Medical Health Care Plan'.

Allocation of Funding

School closely monitors budgets to ensure the resources are allocated appropriately to match and cater for the needs of the individual children. The Headteacher and SENDCO inform the Governing Body of how the funding allocated to support special educational needs has been

used and the impact it has had. The Headteacher and the SENDCO consult with the School Business Manager to determine the level of SEND budgetary resources, including funding directly related to EHCP as well as funding attached to children in the Early Years Foundation stage, often referred to as 'EYAR Funding'.

The majority of the School's SEND budget is spent on providing additional highly qualified staff to support individual children in their learning and help maintain excellent adult/child ratios. We seek advice from the TESS team to help indicate which resources best meet the children's needs.

At St. John's, children with SEND are catered for through:

- funding from the school budget
- additional Funding attached to individual children
- funding from an Education and Health Care Plan.

The funding provides:

- support staff who are attached to specific children that have been identified through the Code of Practice as needing more individual targeted support
- class equipment, materials and resources to enable a more effective differentiated curriculum
- staff development and training
- leadership time for the Inclusion SENDCO and the Pastoral Manager
- advice, assessments and visits from supporting agencies.

Support Agencies

The school works in co-operation with support agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school. School works with the following agencies to provide a high-quality integrated service:

- Targeted Education School Support Team (TESS)
- Child Protection Advisors
- Educational Psychologists
- CAHMS (Child and Adolescent Mental Health Service)
- 'Startwell' 0-19 years Support Service

- PASS (Physical and Sensory Service)
- Social Care
- Speech and Language Therapist
- Occupational Health Team
- Physiotherapy
- Pediatricians
- School Nurse
- EMAS Team (Ethnic Minority Achievement Service)
- Early Years Inclusion Team

Professional Development

SEND features regularly as a priority for staff meetings to ensure all staff have the best knowledge and skills to support children with SEND and help them to reach their potential. We complete audits provided by the Local Authority Targeted Education Support Service Team (TESS) and share good practice ideas.

The SENDCO keeps abreast of all national and local policy, research and literature. Staff are informed of any national changes to SEND provision through regular meetings and informal professional dialogue. Training needs of staff are planned in relation to the implementation of the performance management framework and whole school priorities associated with SEND. School staff attend training/inset based on the specific needs of the children they teach and care for.

Accessibility

As a school, we are happy to discuss individual access requirements and make reasonable adjustments to meet these needs. Where a child may present with a physical disability, an occupational therapist team will be sought for advice to improve movement and access. This meets all legal access requirements.

Facilities at present include:

- school is on one level
- ramp at the rear entrance into school to make the building accessible to all
- children's disabled toilet
- signs are displayed at different levels to ensure they are visible for wheelchair users
- changing facilities

- Ethnic Minority Advisory Support team (EMAS) offer guidance and help communicate with families where English is not their first language.

(Also see School's Accessibility Plan)

Success Criteria

The SEND Policy is effective if:

- All staff confidently provide an excellent education for all SEND pupils.
- Children are rapidly and correctly identified at different stages as outlined in the Code of Practice, and provision is provided urgently to support their needs.
- An up-to-date register is maintained of children with SEND with stages identified.
- Record keeping is effective, including records kept of all relevant documentation relating to each child on the register.
- IEPs are effective and ensure children make excellent progress.
- School based interventions that are rigorously applied and meticulously matched to need, which results in children making excellent progress and less children requiring an EHCP.
- Deployment of staff and resources ensure the unique needs of SEND pupils are met.
- School effectively uses other agencies as and when needed.
- Recommendations from support agencies are followed rigorously and ensure excellent progress of SEND pupils.

Admission Arrangements

Our Admission Policy does not discriminate against any pupils with special needs and has due regard for the practice advocated in the Code of Practice. We liaise with other agencies to become aware at the earliest opportunity of relevant information regarding individual pupils so that appropriate provision can be made.

Complaint Procedure

We involve and listen to parents throughout the entire journey of a child's SEND journey. We frequently and formally consult with parents regarding their views on how we support our SEND pupils, including annually reviewing our 'School SEND Information Report'. We value parents' ideas and act upon them where possible. We recognise that parents know their children best,

and we endeavour to ensure parents are as happy as their children. If, on the rare occasion, a Parent or Carer is unhappy with any aspect the school's SEND provision, they may wish to:

1. Discuss concerns with the SENDCO.
2. If still dissatisfied, contact the Headteacher.
3. Follow school complaints policy, which can be found on the school website.
4. Contact Wigan Local Education Department.

Monitoring, Evaluation and Reviewing

The monitoring and evaluation of SEND provision is conducted as part of the school system for monitoring the quality of classroom provision and continuity and progression of the curriculum. The SENDCO carefully monitors the movements and progress of children within the SEND system and provides the Headteacher, staff and governors with information regarding the quality of the policy and provision. With this information gathered, changes are continually made to ensure provision is the best it can be for all children.

Date of Policy Approval: November 2023

Chair of Governors: Mrs Kelly Partington

Headteacher: Emma Lightfoot

SENDCO: Natalie Hatton

SENDCO Link Governor: Vivien Hilton

Date of last Policy Review: September 2024

Policy to be next reviewed: September 2025

Appendices

1. Abbreviations Used Throughout this Policy

SEND – Special Educational Need and/or Disability

EHCP – Education Health Care Plan

EP – Educational Psychology

SALT – Speech and Language Therapy

LAC – Looked After Child

EAL – English as an Additional Language

PP – Pupil Premium

OT – Occupational Health

IEP – Individual Education Plan

IBP – Individual Behaviour Plan

2. Sample Individual Education Plan

See attached

3. Sample of Audit – Part of Formal Identification Process

See attached

4. Sample of Quality First Teaching Strategies – Part of Formal Identification Process

See attached

2. Sample Individual Education Plan

My Learning Plan 24/25 - SEND Individual Education Plan (I.E.P.)

[change template](#)

Important Dates

Family Review Meeting	When will this plan start?	When will this IEP be reviewed?

My Information

My D.O.B.	My Teacher:	My Year Group:	My Attendance	My Attendance Outcome	IEP Number
My SEND Stage	My Area of Need:	My Pastoral Support	My External Agency Support		

Where am I now?

Things that are going well ...	Things I need a little more help with ...
Things I like ...	Things I dislike ...
What are recent assessments/observations telling us? (Include summative assessment data)	

Add field

Select field... [add field](#)

Child and Parent Views

What are my views? (Child voice)	What are my grown-ups views? (Parent voice)

My Action Plan

Area requiring support	S.M.A.R.T Target	Success criteria ... how will this look if I achieve my target?	How will I achieve my target ... strategies
???	???	???	???
edit	edit	edit	edit

Related provisions

Select provision... [add](#)

[add target from the library](#) [add blank target](#) [reorder](#)

How will my family help?

Provisions

Name	Area of concern	Start date	End date	Session frequency	Session length

Signatures

[add additional signature](#)

Plans for Edison Lightfoot (Year 3)

Template	Areas of concern	Start date	Review date	Current plan

External agencies

Code	Agency Name	Person's Name	Status	Permissions	Expires

[Share plan](#)

3. Sample of Audit – Part of Formal Identification Process

Child name:

Year Group

Date completed:



AUDIT: Autism

Indicators	Often seen	Sometimes seen	Not seen
Difficulties in social interaction			
Poor eye contact			
Intense eye contact			
Reduced range of gestures or facial expressions			
Limited awareness of other's feelings			
Difficulty in expressing own feelings/emotions			
Tendency to avoid social contact with other children			
Difficulty making and sustaining peer friendships			
Indifference to peer pressure, trends and fashions			
Difficulty in understanding social rules and conventions			
Difficulty in coping with playtimes and lunchtimes			
Difficulty in coping with group activities and assemblies			
Difficulties in understanding the needs of others			
Difficulties in communication			
Difficulty listening to and understanding instructions			
Speech is not always easy to understand			
Echoes words said by other people			
Jumbled or incoherent speech			
Repetitive themed to speech			
Makes up words			
Talks in monologue when alone			
Has an unusual accent			
Confuses 'you' and 'I'			
Continues past, present and future			
Does not communicate at all			
Fails to initiate conversations			
Communicates on own terms			
Communication is one sided or repetitive			
Understands the rules of conversations			
Talks 'at' a person			
Makes inappropriate comments for their age			
Show intense interest in particular people			
Takes things literally			
Fails to understand humour/jokes			
Responds inappropriately			
Concentration Difficulties			
Fleeting concentration			
Rigid in own activities			
Concentrates on adult-directed activity with support			
Integrated attention for a short period of time			
Motor Skills Difficulties			
An odd gait when walking or running			
Climbiness			

4. Sample of Quality First Teaching Strategies – Part of Formal Identification Process

Child name:

Year Group:



SEMH QFT Strategies

SOCIAL, EMOTIONAL AND MENTAL HEALTH	COMMENTS	DATE
Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.		
'Catch' the pupil being good and emphasise positives in front of other pupils and staff where appropriate.		
Give the pupil a classroom responsibility to raise self-esteem.		
Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that all members of staff do the same		
Play calming music where appropriate		
Give breaks between tasks and give legitimate 'moving around' e.g. Brain Gym, wake up and shake up		
Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources		
Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.		
Make expectations for behaviour explicit by giving clear targets, explanations and modelling		
Where possible, create a quiet area both for working and as a 'quiet time' zone		
Use a visual timer to measure and extend time on task – start small and praise, praise, praise		
Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)		
Provide alternative seating at carpet time if this is an issue		
Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary		
Ensure that tools/equipment are easily accessible and available for use		
Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks		
Use pupil's name and ensure you have their attention before giving instructions		