

St John's C of E Primary School

SEND Policy



St John's
CE Primary School

Approved by: Local Governing Body

Last reviewed on: July 2025

Next review due by: July 2026

Aims:

St John's is committed to providing an appropriate and high-quality education for all of the children in our school. It is the aim of this school to provide every child with the best education possible. We believe that all children are entitled to a broad and balanced academic and social curriculum which is accessible to them. At St John's all children are entitled to achieve success and are fully included in all aspects of school life. We are committed to maximum inclusion, whereby the class teacher is responsible for meeting the Special Educational Needs (SEN) of pupils in their class. We understand the principles of inclusive practice and know that strategies and support for SEN pupils are good practice for all learners.

Teachers plan to meet the needs of the class based on the expectations for their year group outlined in the curriculum. Teachers work from the Revised Early Years framework in Nursery and Reception. Teachers in Years 1-6 follow the National Curriculum. When planning, teachers set out suitable learning challenges and respond to children's differing learning needs.

Objectives:

- Class teachers will employ a flexible range of teaching strategies that are additional to and different from those generally used for their peer group.
- Class teachers will monitor the progress of all pupils to identify barriers and provide support for pupils to close the learning gap as quickly as possible.
- Class teachers will communicate what they understand to be a pupil's strengths and needs through the **creation of a Pupil Passport** for a child who has barriers to learning.
- Class teachers identify barriers to learning and start a monitoring cycle (**Notice, Check and Try**)
- **Notice:** Any initial concerns a teacher has are noted and discussed with the SENDCO
- **Check:** Class teachers complete further assessments to support their understanding of what the child is finding hard. A note of the outcomes and what they would like to see their concerns on a referral to SENDCO form and some short-term targets created
- **Try:** Strategies are deployed to support, and the impact monitored
- **Children identified as needing 'additional to and different from' provision** than the core curriculum offer will need small, short-term targets. **Class teachers write and review learning plans at the beginning and end of each half-term to record the intervention and the impact this has had.**
- **Children with special educational needs should have their progress monitored stringently and be encouraged to reach their full potential by taking a full and active part in school life.**

This policy will outline how we meet the needs of children who are experiencing barriers to learning because of difficulties with;

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

St John's follows guidelines set out in the 2014 Special Educational Needs Code of Practice when carrying out our duties to all pupils with SEN and ensures that parents are notified of a decision by the school that SEN provision is being made for them.

If after reading this policy, you still have any questions, queries, or concerns; please contact school to discuss these with our SENDCO, Mrs. Hanson (0161 723 1078)

Provision

A child has a learning difficulty or disability if they have;

- a). A significantly greater difficulty in learning than the majority of others of the same age, or
- b). A disability which hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

We aim to identify pupils with special educational needs as early as possible. Earlier identification and intervention can mean that children flourish. At St John's we believe that the best success can be achieved for children when everyone works together. Relationships and communication are key to supporting young people and we aim to work with parents and other outside agencies effectively.

For the most up to date offer please read our SEND Information Report.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the early years setting and the child's class teacher and the SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child in class
- Ensure assessment and ongoing observation provides next steps to be worked upon
- Involve parents to implement a joint learning approach at home

Where children move placements mid-way through their Primary journey, we would always expect a thorough handover from the previous setting to ensure we understand the child's needs.

Where it has been established that a child has a barrier to learning which requires support which is additional to or different from the Quality First Teaching model; teachers will use the Graduated response. This is using a range of resources and skill set from within school and implementing these first.

Pupils who are not making the expected progress will be identified as an initial concern and referred to the SENDCO for short term monitoring. A record of the support which has been provided already will be discussed with parents in a Strengths and Needs review. It is at this point that the child may need to progress to the next stage on the code of practice. This level of support is called SEN support.

SEN Support is triggered when little or no progress even when teaching approaches targeted particularly in a child's identified area of weakness

- Shows signs of difficulty in developing maths or literacy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The class teacher will remain responsible for the progress of the pupil and will be expected to share the outcomes of the target plan with parents. This will be reviewed half-termly with class teachers and parents. Depending upon the level of need, the SENDCO may also attend these meetings.

Additional Agencies:

The SENDCO aims to attend the network meetings for the local authority and within the Trust. This happens termly. At this meeting, pupils may be discussed anonymously, and advice and support given in the first instance. Advice would then be fed back to school staff and parents and a support plan implemented.

If despite advice from the SENDCO consultation network, and time given to see impact, the pupil;

- Continues to make little or no progress in specific areas over a long period of time (usually two terms)
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy or maths skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualized behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Additional advice is needed, in the form of a referral to the Additional Needs Team or Primary Inclusion Partnership. This would be discussed with parents as referrals cannot be made without consent. Referrals are made when specialist support and advice is needed which stretch beyond the skillset/resourcing of school.

Should a more specialist type of support be drawn upon, the SENDCO can reach out to a range of professionals who can provide specialist expertise to support a child in school. The SENDCO will be responsible for saving confidential records securely. This will be done in line with the school's GDPR policy. Such records may be required to share these with external agencies in order to access additional services (Bury SEN Team, Additional Needs Team, Educational Psychologist, Child Development Centre, CAHMS) and parents will be informed if this is needed.

Where support and guidance are obtained from professionals, this advice should feed into the target plan for the pupil.

SEN Support Plus

Where needs require a high level of support, it may be necessary for school to apply for additional funding to meet the needs of the young person. In the event that this happens; the child would be noted as 'SEN support plus' on the SEN register. This is needed when needs are recognized as complex but where the needs are felt may be short term or in the interim whilst an EHCP is being applied for.

Education, Health, and Care Plans

If a child continues to demonstrate significant cause for concern, a request for an Education, Health, and Care Plan (EHCP) can be made to the local authority. A range of written evidence is required as well as costings and evidence that school have followed the graduated response. This is for the highest needs children in school. This is necessary when the prior support and advice suggests that the child's needs are not being met through the support offer or if the child's needs are going to be long term.

EHCPs detail the package of support given for a child with complex needs. From the outcomes and provision detailed within the plan, school and parents will form a provision map and cycles of Assess, plan, Do, Review through half-termly learning plans. The provision will be carefully monitored and meetings will take place between the class teacher and parents to ensure the plan is being followed. In addition, an Annual Review will take place. This is attended by parents, relevant agencies, school staff and where appropriate, the pupil.

Annual Review of an Education, Health, and Care Plan

All EHCPs must be reviewed at least annually with parents, the pupil, school staff involved and any other professionals to consider whether any amendments need to be made to the description of the pupils needs or to the special educational provision outlined in the plan.

The annual review should focus on what the child has achieved as well as any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision which will be required at secondary level. It will then be possible for parents to make their enquiries to support their choice.

For pupils in Year 6, the SENDCO of the receiving High School is invited to attend. This allows transition arrangements to be considered and enables the pupil and parent to be reassured that an effective and supportive transfer will occur.

Role of Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Creating and maintaining detailed and robust Pupil Passports for the SEND pupils in their class (including those who are within the monitoring 'notice, check and try' phase)
- Creating and sharing target plans with parents during termly meetings
- Working with the SENDCO to review each pupil's progress and development and decide upon any changes to provision
- Ensuring they follow the SEN policy

Role of Parents

- At St John's we strongly believe that the best outcomes for children happen when home and school work in collaboration.
- Parents are involved from an early stage and are a key voice in the decision-making process. They are informed of any concerns a teacher may have and are consulted when additional educational advice is deemed to be necessary. Permission is sought from parents for any involvement of outside agencies and feedback is provided from any interventions.
- Class teachers share the child's Pupil Passport with parents at the start of the year.
- Class teachers talk with parents about the child's strengths and needs. From the observations and assessments of the child; class teachers will decide upon 3 targets to work on over the course of the term. The target must be SMART (Specific, Measurable, Achievable, Realistic and Time Bound). This will be added to the Learning Plan and will form a cycle of Assess, Plan, Do, Review.
- The APDR cycle is shared at the start of each term at least, although the learning plan is reviewed each half term. During the meeting, the previous cycle is reflected upon, and the plan evaluated. It is then that new 'next steps' feed into the next cycle.
- Parents will be given a copy of the child's target plan when it is drawn up and then again, when it has been evaluated.
- We encourage an active partnership between home and school. Parents will be invited to meetings throughout the year to discuss the progress of their child. These are held termly with class teachers and engagement with them is expected.
- For children with EHC Plans, it is expected that parents also attend the annual review and engage fully with the process.

Role of Pupils

We encourage pupils to be involved, in as far as possible:

- To understand their achievements and be able to talk positively and confidently about their strengths
- To engage in age/stage-appropriate dialogue around their strengths and areas for development
- To know where their next steps in learning are and be able to talk about how they might achieve this
- To contribute towards the creation of their Pupil Passport.
- To complete their 'All about me' booklet before their Annual Review

Role of the SENDCO

Mrs. Hanson is the SENDCO at St John's CE Primary School.

Her responsibilities include:

- overseeing the day-to-day operation of the school's SEN Policy
- Ensure actions are taken to improve and develop the SEN provision at St John's
- Maintains the school's SEN register
- Coordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Managing special support assistants
- Overseeing records of all children with special educational needs
- Liaising with parents of pupils with special educational needs
- Contributing to the in-service training of all staff
- Attending network meetings to keep up to date with service providers
- Monitors the SEN provision and reports to the Governing body and Senior Leadership Team

Role of the Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work. Including provision for pupils with SEN. She will keep the Governing Body fully informed whilst working with the SENDCO.

Role of the Local Academy Committee

The Local Academy Committee should work in co-operation with the Headteacher and SENDCO.

At St John's our nominated partner for SEND is Lisa Fleming.

COMPLAINTS

If you are not happy with the SEND support that your child is receiving or have any other issues, please speak to your child's class teacher.

If you do not want to discuss the issue with the class teacher or you are not happy with their response to your concerns, please arrange to see or speak with Mrs. Hanson our SENDCO by calling the school office on 0161 723 1078 or emailing stjohnsradcliffe@bury.gov.uk

If, after speaking to the SENDCO, you feel that the issue has not been resolved, please refer to the school's complaints policy.

Mrs. C. Hanson (SENDCO)

Author July 2025