

# Bollington St John's Church of England Primary School



*Where talent grows*

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY**

### **Our Mission Statement**

At Bollington St. John's Church of England Primary School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of truth and honesty in which everyone feels valued and shows respect for each other and their surroundings. As a team, we are committed to high expectations and continuous improvement. We adopt a child focused approach to high quality teaching and learning, inspiring everyone to achieve their full potential.

### **Overview**

This policy has been updated in line with the new regulations governing the way support is provided for children and young people with Special Educational Needs and/or Disabilities in England (SEND).

Reference has been made to several key pieces of legislation:

- The Children and Families Act 2014
- Special Educational Needs and Disabilities Regulations 2015
- Special Educational Needs and Disabilities Code of Practice – January 2015

The Special Educational Needs Coordinator (SENCO) has consulted the head teacher, the SEN governor, staff and governors at Bollington, St. John's Primary School, to produce a policy that reflects our commitment to supporting pupils with additional needs. The Special Educational Needs and Disability policy details our aspirations, policies and procedures and should be updated every 3 years.

Our SEN Information Report complies with the SEN Information Report Regulations (2014) and is written for parents/carers. It details what we can offer children/families with SEND and is updated annually. Both documents can be found on the school website at [www.bollingtonstjohns.co.uk](http://www.bollingtonstjohns.co.uk)

The Special Educational Needs and Disability policy should be read in conjunction with the following policies:

- Supporting Pupils with Medical Conditions policy (Statutory guidance on supporting pupils at school with medical conditions April 2014)
- Accessibility Plan
- Equality Policy – (Equality Act 2010: advice for schools DfE Feb 2013)
- Admission Policy
- Safeguarding Policy
- Teachers Standards 2012
- The Cheshire East Local Offer i.e. What the Local authority can offer young people/families with SEND

## **Inclusion Statement**

- We endeavour to achieve maximum inclusion for all pupils whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities and materials appropriate to children's interests and abilities, ensuring that all pupils have full access to the school curriculum.
- We make every effort to narrow the gap in attainment between pupils with special educational needs and other pupils.
- We strive to make a clear distinction between 'underachievement' and special educational needs.
  - Some pupils may be underachieving but may not necessarily have a special educational need. We endeavour to put the appropriate support in place to help these pupils to catch up.
- Other pupils will have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). We endeavour to give pupils with special educational needs the opportunity to progress, in line with their peers, from their starting point.
- English as an Additional Language (EAL) is not considered to be a special education need. Differentiated work and individual learning opportunities can be provided for children with EAL to develop their language skills.
- Issues such as poor attendance and punctuality, health and welfare concerns, being a 'looked after child' etc. may impact on progress and attainment but they alone are not considered to be a special educational need.
- Pupils with a disability do not necessarily have special educational needs. The Code of Practice outlines the 'reasonable adjustment' duty, under the current Disability Equality legislation, to support pupils with a disability.
- Any concerns relating to a pupil's behaviour will be considered as an underlying response to a need which we will endeavour to identify, in order to provide appropriate support.

## **Aims and Objectives of this Policy**

- To provide curriculum access for all.
- To raise aspirations and expectations, providing a focus on outcomes.
- To secure high levels of achievement for all.
- To meet individual needs through appropriate provision.
- To encourage participation from pupils, parents and carers.
- To carefully map provision to ensure that the allocation of staff, resources and choice of interventions lead to good learning outcomes.
- To ensure a high level of staff expertise, through well targeted professional development.
- To access support from the Local Authority and outside agencies, to ensure there is a multi-professional approach to meeting the needs of pupils with special educational needs.
- To 'promote self-esteem and emotional well-being and help pupils make relationships based on respect for themselves and others'. (National Curriculum, 2000).

## Identification of needs and the graduated approach

### Definition

The Code of Practice describes a special educational need as:

*'A child or young person has SEN if they have a **learning difficulty or disability which calls for special educational provision to be made for him or her.***

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a **significantly** greater difficulty in learning than the **majority** of others of the same age, or*
- *has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

### Disability

Children and young people who have SEN may have a disability under the Equality Act 2010 – that is:

*“a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”*

Children and young people with such conditions do not necessarily have SEN, but a disabled child or young person may be deemed to have SEN if they require special educational provision.

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

The Code of Practice (January 2015) defines 4 types of need:

- **Communication and Interaction** i.e. speech, language and communication needs (SLCN).  
Pupils with SLCN have difficulty in communicating with others. They may have difficulty saying what they want to say and being understood by others, difficulty understanding what is being said to them or they do not understand or use social rules of communication. It includes pupils on the Autistic Spectrum.
- **Cognition and Learning** i.e. pupils may learn at a slower pace than their peers or have a specific learning difficulty such as dyslexia, dyscalculia or dyspraxia.  
Learning difficulties cover a wide range of needs, including:  
Moderate learning difficulties (MLD)  
Severe learning difficulties (SLD) where support is needed in all areas of the curriculum and for mobility and communication.  
Profound and multiple learning difficulties (PMLD) where pupils have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- **Social, Emotional and Mental Health** i.e. Pupils may become withdrawn or isolated, display challenging, disruptive or disturbing behaviours. These may indicate underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other disorders include attention deficit disorder, attention deficit hyperactive disorder and attachment disorders.
- **Sensory and/or Physical Needs** i.e. Some pupils have a disability such as:  
Visual impairment (VI)  
Hearing impairment (HI)

Multi-sensory impairment (MSI) (a combination of vision and hearing difficulties)

Physical disability (PD)

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take by considering 'the whole child' and not just their special educational needs.

We follow the Cheshire East Toolkit for SEND and it can be found at [www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx](http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx). It outlines the provision and support that Cheshire East Council expects to be in place for pupils with SEN. It reflects the Cheshire East Local Offer for SEND found at [www.cheshireeast.gov.uk/livewell/local-offer](http://www.cheshireeast.gov.uk/livewell/local-offer)

Its purpose is to provide detailed guidance on how educational settings can identify children and young people with different types and levels of need, along with information on appropriate steps and strategies to support them. It also provides information about when a request for an Education Health and Care Needs Assessment or specialist services may be required.

It involves a Graduated Approach described as '*a model of action and intervention to help pupils with special educational needs*'. *The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.*

Pupils may have difficulties that cut across several areas and their needs may change over time. The support provided should be based on a knowledge of the pupil's particular strengths and needs.

The Graduated Approach describes the different levels as a continuum. A pupil's needs may go up and down the continuum over time.

- **The Universal level** describes the support available to all children including those with and without SEN. Pupils' needs are mainly met through differentiation and Quality First Teaching and Learning.
- **First Concerns** describes pupils with emerging and/or fluctuating difficulties. Provision is usually in the form of small group support, in class.
- **SEN Support** describes pupils identified with more persistent difficulties requiring provision that is 'additional to or different from' the mainstream curriculum. Support becomes more bespoke, with targeted adjustments or interventions and an increasingly individual approach. Advice from outside agencies is sought in order to meet the needs of the learner.
- **Complex** describes pupils with significant and complex difficulties. At this level, Cheshire East professionals may suggest that a child requires additional support, which is over and above the 'SEN Support' level, provided by the school. The Local Authority conducts a multi-agency assessment (Education, Health and Care Needs Assessment) to determine what additional support is needed. If it is found that a child requires provision in accordance with an Education, Health and Care Plan, an EHC plan will be written.
- **Specialist** describes pupils who have an EHC plan and are receiving their education in specialist provision.

The Graduated Approach is presented as a series of tables for each type and level of need. There are 3 columns covering:

- 'Impact on learning' indicators - likely to be observed by staff, in order to identify the different types and levels of need.
- 'Response' - detailing the actions that professionals should take to meet the needs of the pupil i.e. information relating to communicating with families, next steps and the evidence that should be recorded.
- 'Strategies'- to be implemented and evaluated

### **Universal - well-differentiated, quality first teaching**

- All learners have access to quality first teaching where differentiation and various teaching methods are used effectively to meet the needs of all pupils.
- The Code of Practice (Section 6.37) states that pupils are only identified as having a special educational need if they do not make adequate progress once they have accessed interventions, reasonable adjustments and good quality, personalised teaching.
- Teachers are responsible for the progress and development of the pupils in their class, including pupils who are supported by teaching assistants or specialist staff. Additional interventions and support cannot compensate for a lack of good quality teaching.
- The quality of teaching for all pupils, including those at risk of underachievement, is regularly reviewed by the senior leadership team (SLT). This includes reviewing teachers' understanding of identifying and supporting vulnerable pupils and their knowledge of the types of special educational needs most frequently encountered in the classroom.
- Vulnerable learners will have access to additional support and strategies which might include using a task list, having a coloured overlay for reading or accessing focused support, in a small group, for e.g. spelling, fine motor skills, social skills etc.
- These pupils are likely to be underachieving. They will be identified on our tracking as needing to make accelerated progress but will not necessarily have special educational needs.
- All learners accessing interventions or additional support will be included on the whole-school provision map which outlines and monitors provision. The whole school provision map enables the school to:
  - plan how to meet pupils' identified needs and track their provision.
  - audit how well provision matches need
  - recognise gaps in provision
  - cost provision effectively and demonstrate accountability
  - demonstrate to all staff how support is used
  - provide information for parents/carers , external agencies and the Local Authority

### **Early identification and assessment**

The Code of Practice requires us to identify children's needs as early as possible by:

- discussing any concerns/observations with parents/carers
- obtaining and recording parental information and views
- obtaining and recording the pupil's views
- analysing Early Years Foundation Stage (EYFS) data and/or previous nursery or school records

- tracking progress over time and considering past teacher observations and views
- collating current assessments and/or carrying out further assessment if required.
- observing the pupil in the classroom and comparing potential barriers to learning and participation across a range of contexts
- gathering information or requesting support from external agencies where it is suspected that a pupil has a special educational need e.g. Cheshire East Autism Team, Speech and Language Therapy etc.
- referring, if necessary, to the 'Timely Support for Children and Families in Cheshire East – Guidance on Thresholds of Need' document published by Cheshire East Local Safeguarding Children Board (LSCB) and children's services to consider the appropriate levels of support for the child or young person and their family.

### **First Concerns** (coded green in our documentation)

Pupils who are identified as having emerging or fluctuating additional needs may require some additional support.

- Elements 1 and 2 of the school budget are used to implement strategies, provide targeted support and/or the resources required. This equates to the universal funding (AWPU) plus up to a maximum of £3,000 which is equivalent to approximately 6 hours of additional support.
- This support may be in the form of peer coaching, small group support to access bespoke intervention programmes, differentiation of tasks by outcome, level of support, texts used etc.
- Before this is put in place, the class teacher will discuss the concerns and any proposed support with the child's parents/carers.
- There may be several informal meetings before an 'emerging need' becomes more significant and possibly a longer term difficulty.
- At a 'First Concerns' meeting, a discussion form will be completed to record parental views, the child's views and the actions agreed.
- A 'Supporting me' document will be produced consisting of a profile and a tracking sheet to detail the child's strengths, difficulties, the desired outcomes and the strategies used to help the child progress.
- The pupil may be placed on the 'First Concerns Register' and tracked on the school provision map.
- The strategies used may be highlighted and dated on the SEN Toolkit tables.
- Progress will be evaluated, at the next meeting, using the 'Impact on Learning' indicators to see if the concern remains, whether progress has or hasn't been made and whether the child remains at 'First Concerns' or moves to 'SEN Support'.
- Other records, if appropriate to the pupil, may include behaviour records, telephone conversations or emails, evidence of impact on learning e.g. class work, photos etc.

### **SEN Support** (coded yellow in our documentation)

Pupils who have more persistent difficulties may require provision that is 'additional to or different from' the mainstream curriculum.

- Elements 1 and 2 of the school budget are used to implement strategies, provide targeted support and/or the resources required. This equates to the universal funding (AWPU) plus up to a maximum of £6,000 which is equivalent to approximately 12 hours of additional support.
- Support becomes more personalised with targeted adjustments or interventions and an increasingly individual approach.
- External advice is sought from educational agencies such as the Cheshire East Autism Team (CEAT) and an Educational Psychologist (EP) via the consultation cluster groups.
- External advice may also be sought from health professionals such as School Health, Speech and Language Therapy (SaLT); Child and Adolescent Mental Health Service (CAMHS) or Learning Disability (LD) CAMHS
- The pupil will be placed on the 'SEN Support' Register.
- An SEN Support plan will be completed and the parental and pupil views may need to be updated.
- The SEN Support plan is reviewed with the pupil's parents/carers, class teacher and SENCO. There should be a minimum of 3 meetings within a 12 month period to complete the cycle of 'Assess, Plan, Do, Review.'
- Any external support, contact or advice such as CEAT or EP action plans are shared with the pupil and their parents/carers.
- Resources or strategies used may be highlighted and dated on the SEN Toolkit tables.
- Further assessments may be required, observations and evidence is collected to evaluate progress.
- The class teacher and teaching assistants may need training to support a pupil with specific needs.

### **SEN Support Plans**

'Assess, Plan, Do, Review' is a 4 part process and an ongoing cycle to make sure the provision is effective and achieves good outcomes for the pupil. It takes place at all levels of need but is a crucial part of SEN Support plan, especially if a pupil is likely to need support beyond the funding expected at the SEN Support level.

- **Assess** - Analysis of the pupil's needs using the class teacher's assessments, experience of working with the pupil; details of previous progress and attainment and comparison with peers and national data. Advice from external agencies and the views of the pupil and their parents/carers also needs to be considered.
- **Plan** - Consultation with the teacher, SENCO and parents/carers to agree on the level of support required; the impact on progress and a review date. All those working with the pupil, will be informed about any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.
- **Do** - The class teacher remains responsible for working with the child on a day-to-day basis, even when interventions may involve group or one-to-one teaching away from the classroom. They work with teaching assistants to plan and assess the impact of support and link it with classroom teaching. Further assessment and advice can be provided by the SENCO.

- Review - The child's progress will be reviewed at least once a term to evaluate the impact of the support and make any amendments. It will also take account of the views of the pupil and their parents/carers.
- Progress will be evaluated, using the 'Impact on Learning' indicators to see if the concern remains, whether progress has or hasn't been made and whether the child remains at 'SEN Support' or moves to 'Complex'.

### **Complex** (coded red in our documentation)

Pupils who have significant and complex difficulties may already have an Education Health and Care Plan (EHC) in place. If so:

- Elements 1, 2 and 3 of the school budget are used to implement strategies, provide targeted support and/or the resources required. This equates to the universal funding (AWPU), plus up to a maximum of £6,000, plus any additional top-up as detailed in the EHC plan.
- The school continues the plan, do, review cycles against the specified outcomes and provision described in the EHC plan. The previous SEN Support plan becomes an 'EHC Implementation Plan'. This is updated on a termly basis and has a record of parental views, the pupil's views, the 'plan, do, review' cycles of the targets/outcomes described in EHC plan and a costed provision map.
- This is also reviewed annually and any changes in the pupil's level of need, provision or resources required can be adjusted accordingly.

### **If an EHC plan is not in place:**

- The SEN Support plan continues to be reviewed at least termly.
- The school continues to act on external advice from educational, health and social care agencies.
- Further assessments, as advised by outside agencies, may need to be carried out and reviewed.
- If the school, parents/carers and external agencies agree, a request for an EHC needs assessment may be made to the local authority.
- Cheshire East Council expects schools to provide additional support up to a value of £6,000 and only issue an EHC plan where a pupil requires provision in excess of this.

### **Requesting an EHC Needs Assessment**

- EHC needs assessments can be undertaken when there is *'convincing evidence that, despite the educational setting, with the help of external specialists, taking relevant and purposeful action to identify, assess and meet the special educational needs of a child or young person, the difficulties remain or have not been remedied sufficiently.'*
- EHC needs assessments are a multi-agency investigation that looks at the long-term needs of a child. It may or may not result in an Education Health and Care plan being drawn up.
- The local authority requires information and data relating to the pupil's progress across the curriculum, over time, through at least 2 cycles of 'Assess, Plan, Do, Review'.
- Assessments, reports and advice from Cheshire East education, health and social care professionals, are accompanied with evidence that the recommendations have been implemented and reviewed.



- Further specialist advice may be sought if progress hasn't been made. All new advice should be incorporated into the SEN Support plan and evaluated after at least one term.
- A meeting may be held to discuss the EHC plan application. The pupil (if appropriate), parents/carers, teachers, social care and health professionals share information and express their views. The views of the pupil and the family are central to the request and must be recorded.
- All the relevant information about the pupil's needs and desired outcomes is collated by the SENCO and submitted to the SEND Team.
- A 0-25 SEND Officer is allocated and checks there is enough information to process the request. If additional information is required, the school is informed and has 2 weeks to comply, otherwise the request may be sent back with a covering letter to all concerned.
- All decisions relating to EHC needs assessments are made by a multi-agency panel comprising of representatives from health, social care, mainstream and special schools, an educational psychologist, a 0-25 SEND Officer and the SEND Service Manager.

### **Education Health and Care Plans**

- The needs assessment request is logged and the school and pupil's family are informed. The time frame for the process is about 20 weeks.
- During the first 6 weeks of the process, the panel decides whether or not to proceed with an assessment.
- If the request is agreed, consideration is made as to whether further advice is required from outside agencies and whether the parental and pupil views have altered. A date is set for the co-production meeting and independent support is offered to the family.
- If the request for an EHC plan is declined, the named 0-25 SEND Officer will meet with parents/carers, the school and the professionals involved, to revise the SEN Support plan. Parents/carers are informed about their right to appeal and the request can be re-submitted, at a later date, if the pupil's difficulties persist.
- If an assessment is agreed, advice givers are contacted for any additional information and have 6 weeks to respond. The 0-25 SEND Officer drafts an EHC plan template using the information received.
- The 0-25 SEND Officer meets with the school, family and outside agencies for a co-production meeting. The focus is on a person centred planning approach to meet the desired outcomes for the pupil.
- The 0-25 SEND Officer adds any further advice, checks the updated template with the pupil's family and presents it to the panel.
- If the draft EHC plan is not agreed, the 0-25 SEND Officer will meet with the parents/carers, the school and the professionals involved, to explain the decision and the Appeal Process. The SEN Support plan will be revised to meet the outcomes identified for the pupil.
- If the EHC plan is agreed, the parents/carers are sent the draft version and asked to name the setting of their choice. They have 15 days to make any alterations, name the school of their choice and request a personal budget to be drawn up, if applicable.

- During weeks 16-20 the EHC plan is finalised and distributed to all parties concerned i.e. school, other professionals, Social Care, Health Care etc. so that everyone knows what their service is committed to providing.
- The Local Authority arrange the special educational provision in the plan. The social care provision is provided in line with the responsibilities set out in the children Act 1989. The Clinical Care commissioning Group ensure the specified health provision is made.
- The EHC plan must be reviewed annually but parts of the plan may be reviewed more frequently.

### **Complaints**

- Parents/carers can formally raise their concerns through the Local Authority complaints procedures.
- There is a new duty for informal mediation, to resolve issues before entering the more formal process of formal mediation.
- Parents/carers can take up their right to appeal to a tribunal.

### **Personal budgets**

- They are only available for services recommended in the EHC plan.
- Their availability will initially be limited to particular aspects such as transport, equipment and specific areas of support.
- Parents/carers will be responsible for their administration but schools will have to be in agreement with the parents/carers' proposals
- Personal budgets for education are separate from Direct Payments which may be offered via Social Care

### **Monitoring and Evaluation of SEN Provision**

- The SEND Code of Practice emphasises the importance of using a person-centred approach i.e. what a pupil is able to do, what is important to them (now and in the future) and what support they need in order to achieve their aspirations.
- Co-production is encouraged where pupils, parents/carers and professionals work together as equal partners to plan, deliver and review provision to achieve the desired outcomes. The Code of Practice recommends this takes place at two levels:
  - At an individual level - pupils and their parents/carers must be involved in decisions about provision by providing them with information on their rights.
  - At a strategic level - pupils and their parents/carers must be involved in reviewing the provision described in the Local Offer.
- Capturing the views and wishes of pupils and their parents/carers is central to the EHC process and providing them with the means to do so e.g. use of visuals, pictures etc.
- High aspirations and improving the outcomes for all pupils is expected i.e. evaluating the benefit or difference an intervention has made.
- Any planning and delivery of support should focus on the outcomes that have been identified for the pupil i.e. how such support is needed to achieve the agreed outcomes.
- Support should be reviewed regularly as part of the 'Assess, Plan, Do, Review' cycle and be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

- Successful SEN provision is dependent upon the individuals, involved in supporting pupils with SEN, having the appropriate skills and knowledge that they require to work effectively.
- Costing provision i.e. knowing and sharing what additional costs are incurred re Health, social care, emotional well-being etc.

**The effectiveness of the provision in school is monitored by:**

- classroom observations by senior leaders
- work sampling
- scrutiny of planning.
- feedback from staff
- feedback from pupils when setting new targets or reviewing existing ones
- progress made by intervention groups – beginning and end assessment data
- tracking pupil progress using assessment data from class teachers
- monitoring targets and evaluating the impact on pupils' progress.
- attendance records and liaison with the education Welfare Officer (EWO).
- regular meetings about pupils' progress between the SENCO, class teachers and the head teacher
- head teacher's report to governors
- liaising with parents/carers to keep them informed of any additional support that is put in place for their child.

**Effective Transition**

- Transition meetings can be arranged for all pupils in receipt of SEN Support, vulnerable pupils and for those with EHC plans.
- The planning process for transfer to a pupil's next phase of education starts in the pre-school setting, for children entering school in Reception. For pupils moving on to a secondary setting, the planning process starts in Year 5.
- For pupils joining the school, an informal tour and several visits to the school will be offered.
- The Reception teacher and sometimes the SENCO may visit the child in their pre-school setting.
- If a pupil has specific needs, the SENCO may be invited to attend a transition meeting arranged by the pre-school setting. The pupil's parents/carers, outside agencies and the SENCO of the previous setting share key information, advice and strategies. The Early Years Transition paperwork is exchanged to facilitate continuity of provision.
- Where a pupil with SEN is leaving our setting or transferring to High School, the SENCO will liaise with the SENCO or learning support team at the new setting. This may include arranging a transition meeting with staff from the new setting, the pupil and their parents/carers. All SEN related paperwork is passed on to the next setting.
- CEAT transition packs are used to teach useful skills and strategies to cope with social situations at High school. Additional visits can be arranged at different times of the day to give pupils experience of e.g. lunch time, break time etc.

- For children with an EHC plan, discussion around the process of primary to secondary transfer starts at the Year 5 annual review. A 0-25 SEND Officer may attend the meeting.
- When deciding on a school, parents/carers /carers are recommended to visit several local mainstream schools. They should speak to the SENCO to discuss SEN provision for their child.
- If external agency advice i.e. an Educational Psychologist or the Cheshire East Autism Team recommend a more specialist placement, Cheshire East specialist provision will be considered first.  
If the local authority determines that a Cheshire East school is not an available option, approaches will then be made to other local authorities with appropriate special schools. Distance from the child's home address and associated transport costs will also be considered.

## **Inclusion of pupils with English as an additional language**

### **Definition**

A pupil whose first language is not English, and who uses that language on a regular basis, inside or outside of school.

### **Admissions**

Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents/carers do not speak English, we would endeavour to access a translator to facilitate the admission process. The school's Admissions policy and Accessibility plan are on our website.

### **Provision**

Pupils with EAL are entitled to mainstream provision regardless of their proficiency in English. On admission, the pupil would have an induction programme and support to improve their acquisition of English

## **Inclusion of pupils who are 'looked after' in Local Authority care**

- Children who are 'looked after' may have additional needs due to early neglect, separation and loss and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There is a statutory requirement for all schools to have a designated teacher for 'looked after children'.

**The designated teacher for 'looked after children' is Mrs. Melanie Walker who can be contacted at [head@stjohnsboll.cheshire.sch.uk](mailto:head@stjohnsboll.cheshire.sch.uk)**

Her responsibilities include:

- monitoring the progress of children who are 'looked after'
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been completed and is regularly reviewed
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. These are usually held at six monthly intervals or more frequently if there is a concern.

- discussing feedback from the statutory review (chaired by an Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times

### **Inclusion of pupils who are very able and/or talented**

We recognise that the needs of high achieving children should also be catered for and they may have specific educational needs.

The term 'very able' refers to pupils who have a broad range of achievement at a very high level and well-developed learning skills across the curriculum.

The term 'talented' refers to pupils who excel in one or more specific area, such as sport or music, but who may or may not perform at a high level across all areas of learning.

#### **Identification**

Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class or school context and refers to the current level of performance.

A very able or talented pupil is identified by teacher nomination and/or assessment results

The school has a register of very able and/or talented pupils.

#### **Provision**

Teachers have high expectations and plan carefully to meet the learning needs of all pupils. They are all given opportunities to show what they can do. When planning for children's learning teachers provide:

- activities that allow children to respond at their own level
- activities that broaden a child's learning in a particular skill or knowledge area
- activities that require a greater depth of understanding and higher level of attainment
- opportunities for children to progress through their work at their own rate of learning
- From Year 1 to Year 6 targets are set for English and Mathematics.  
Appropriate differentiation is used to cater for children's individual needs.

A range of extra-curricular activities are available allowing very able and/or talented children the opportunity to extend their learning in a range of activities. Enrichment opportunities include residential trips, clubs offering additional Maths, sports, music, art etc.

### **Management of SEND and Inclusion within our school**

**The person with responsibility for special educational needs (SENCO) and Pupil Premium is Mrs. Rosie Hemmings. She can be contacted at [senco@stjohnsboll.cheshire.sch.uk](mailto:senco@stjohnsboll.cheshire.sch.uk)**

**The designated governor with responsibility for SEN is Mrs. Jane Woodward. She can be contacted via one of the school secretaries at [admin@stjohnsboll.cheshire.sch.uk](mailto:admin@stjohnsboll.cheshire.sch.uk)**

**The person with responsibility for safeguarding, emotional well-being and for meeting the needs of pupils with medical conditions is Mrs. Melanie Walker. She can be contacted at [head@stjohnsboll.cheshire.sch.uk](mailto:head@stjohnsboll.cheshire.sch.uk)**

The head teacher and the governing body are responsible for the implementation of the SEND policy.

The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEND on the effectiveness of the policy.

The Designated Teacher for 'looked after' Children is responsible for the inclusion of children who are adopted or in local authority care.

The Senior Leadership Team (SLT) and governing body are responsible for monitoring and evaluating the quality of the provision offered to all pupils. Regular audits, the sampling of parent views, pupils' views and staff views promotes an active process of continual review and improvement of provision for all pupils

**All staff have a responsibility for maximising achievement and opportunities for vulnerable learners** – 'All teachers are teachers of pupils with special educational needs'. Staff are very aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### **Allocation of resources**

- The SENCO is responsible for the management of the agreed funding for SEN provision within the school, including the provision for children with Education, Health and Care plans.
- The head teacher informs the governing body of how the funding allocated to support SEN has been deployed.
- All pupils with special educational needs have access to Elements 1 and 2 of the school's budget which equates to the universal funding (AWPU), plus up to a maximum of £6,000 which is equivalent to approximately 12 hours of additional support.
- For those with the most complex needs, additional 'top up funding' (High level needs -HLN) is accessed through the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.
- It is the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

### **Roles and responsibilities**

#### **Head teacher**

- The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their learning opportunities
- The head teacher and the governing body delegate the day to day implementation of this policy to the Special Educational Needs Coordinator.
- The head teacher will monitor the progress of all learners with additional needs and any issues with the school's provision by:
  - analysing the data on the whole-school pupil progress tracking system
  - discussing pupil progress with individual teachers
  - having regular meetings with the SENCO
  - having discussions with pupils and parents/carers

#### **Special Educational Needs Coordinator and arrangements for coordinating SEND provision**

The SENCO oversees and updates the records of children with SEND. They are kept securely in the school office.

Staff have access to:

- the school's SEND policy and associated policies

- the 'First Concerns' Register, 'SEN Support Register' and the vulnerable pupils list
- the Cheshire East SEN Toolkit
- guidance on identification of SEND in the Code of Practice and the SEN toolkit.
- information on individual pupils' special educational needs, including pupil profiles, targets, tracking sheets and copies of provision maps.
- practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- information available through the Cheshire East Local Offer

Members of staff have up-to-date information about pupils with additional needs and their requirements in order to co-ordinate the school's SEND provision effectively,

In line with the recommendations in the Code of Practice - 0-25 January 2015, the SENCO oversees the day- to-day operation of this policy by:

- maintaining and analysing the whole-school provision map
- identifying the stage pupils with special educational needs are at i.e. those receiving support at 'First Concerns' and 'SEN Support from the school's devolved budget; those requiring High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising staff
- managing teaching assistants involved in supporting vulnerable learners
- liaising with parents/carers of children with special educational needs in conjunction with class teachers
- contributing to the in-service training of staff
- arranging meetings and documenting evidence for Annual Reviews for pupils with Education Health and Care plans
- referring pupils to the Local Authority to request an EHC needs assessment
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with special educational needs.
- evaluating regularly the effectiveness of interventions
- meeting at least once a term with each teacher to review support for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising with parents/carers of pupils on the SEN registers, keeping them informed of progress and listening to their views.
- Attending SENCO, EP and CEAT cluster meetings and training as appropriate.
- liaising with the school's SEND Governor, keeping her informed of current issues regarding provision
- liaising with a range of outside agencies

#### **Class teacher**

- **Liaising with the SENCO to discuss:**
  - which pupils in the class have social, emotional, behavioural or other additional needs that are impacting on their learning
  - which pupils are underachieving and need additional support

- which pupils have emerging, fluctuating or increasingly persistent difficulties
- which pupils may require advice/support from an outside agency to address a specific need, including pupils with EHC plans
- **Providing good provision and outcomes for all groups of pupils by:**
  - providing differentiated teaching and learning opportunities,
  - ensuring that pupils with special educational needs can work on agreed targets which are 'additional to' or 'different from' those normally provided as part of the differentiated curriculum
  - ensuring effective deployment of resources, including teaching assistant support, in order to maximise outcomes for all groups of vulnerable learners.

### **0-25 SEND Officer**

- School has a named 0-25 SEND Officer who can provide advice on when a pupil may be eligible for an Education, Health and Care needs assessment.
- The 0-25 SEND Officer provides information and advice on the SEN processes in relation to annual reviews, EHC needs assessments, EHC plans and associated legislation.
- They can work with parents/carers in situations where there are concerns about any aspects of the EHC plan, including delivery of provision.

### **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEND Code of Practice, the SENCO must be a qualified teacher. If appointed after September 2008, the SENCO should have a statutory accreditation. If a new SENCO is appointed, he/she should gain statutory accreditation within three years of appointment.
- There are also 6 group consultation meetings a year with an Educational Psychologist and a Specialist Teacher with the Cheshire East Autism Team.
- Training is provided, as needed, on how best to support pupils with SEN as part of the professional development schedule.
- The head teacher undertakes an induction for all support staff. This may include a meeting with the SENCO to explain the school's SEN provision and practice and to discuss the needs of individual pupils.
- We have links with other schools and alliances to access training they have organised.

Advice and expertise can be requested from the specialist services funded by the Local Authority. Some of the agencies used on a regular basis include the School Nursing Service, Occupational Therapy, Physiotherapy, Speech and language therapy, the Child and Adolescent Mental Health Service, the Sensory Impairment Team, Social Care teams and voluntary organisations such as the Cheshire East Information Advice and Support.

- The SENCO can make a referral to most of the outside agencies (with parental consent). Following assessment by the relevant agency a programme of support is often provided to be used in school and sometimes at home.
- The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.
- Outside agencies become involved when:



- a pupil continues to make little or no progress in specific areas, over a long period.
- continues working at levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- 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.

The school offers a variety of pastoral support for children who have social or emotional difficulties. We seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with pupils and their families.

- Social and emotional wellbeing is addressed through PHSE teaching in class, 'Circle Time', well-being groups, Yoga and relaxation techniques. The aim is to develop resilience and self-esteem.
- Bespoke interventions such as social skills groups and social stories or articles are used to address specific issues as they arise.
- The school employs a Young People's Worker to support the needs of children and their families.
- Support groups are initially co-led by practitioners from Visyon and a member of the school staff. The school uses their emotional resilience resources for follow up sessions.
- The school can access advice on individual cases and staff training through the Emotionally Healthy Schools Link Team.
- The SENCO has assessment tools to support us in tracking and monitoring a pupil's self-esteem and confidence e.g. Boxall, strengths and difficulties questionnaires etc.
- School has access to the appropriate outside agencies e.g. Child and Adolescent Mental Health Service, Cheshire East Autism Team, Social Care Services – Family Service workers etc. to support vulnerable pupils.

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- The school possesses a range of equipment and facilities to support pupils with special educational needs e.g. differentiated reading material, writing slopes, coloured overlays, enlarged print, privacy boards etc. The school SENCO makes strategic decisions about the allocation of these resources based on the needs of the pupils.
- Additional resources can be borrowed or purchased should they be required. Where more specialist, personalised equipment is needed, the school SENCO liaises with the relevant outside agency e.g. occupational therapy, to seek advice on the best options for the procurement of these.
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs the school funds up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the

provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for an EHC needs assessment.

### **The role played by the parents/carers of pupils with special educational needs (and other learning needs).**

The school works in close partnership with parents/carers. We do so by:

- making parents/carers feel welcome in school by accessing our 'open door' policy
- encouraging parents/carers to play an active role in their child's education
- encouraging parents/carers to inform school of any difficulties they perceive their child may be having
- focusing on the child's strengths as well as areas of additional need
- providing 3 review meetings a year to agree targets and monitor progress against those targets, to ensure effective support.
- liaising with the agencies supporting children and their parents/carers
- keeping parents/carers informed and giving support during assessments and decision-making
- guiding parents/carers to look at the Cheshire East Local offer by following the link [www.cheshireeast.gov.uk/livewell/local-offer](http://www.cheshireeast.gov.uk/livewell/local-offer)
- suggesting parents/carers access the SEN Information Report on our website by following the link [www.bollingtonstjohns.co.uk](http://www.bollingtonstjohns.co.uk)
- making parents/carers aware of the Cheshire East Information Advice and Support Team (CEIAS) who can be accessed by following the link [www.ceias.cheshireeast.gov.uk/home.aspx](http://www.ceias.cheshireeast.gov.uk/home.aspx)
- providing information in an accessible way, including support to fill in documentation and, where necessary, translated information for parents/carers with English as an Additional Language.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- use different media, pictures, photos, film, recordings etc. to talk about their strengths and difficulties
- share in individual target setting so that they know what their targets are and why they have them.
- self-review their progress and set new targets by knowing what support they need to achieve their desired outcomes.

### **Arrangements made by the governing body to support pupils with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum, including school trips and PE. Some children with medical conditions may be disabled and where this is the case, the school must comply with its duties under the Equality Act 2010. Some pupils may also have special educational needs and an Education Health and Care plan which brings together health and social care needs as well as their special educational provision.

- Information and the policy on 'Supporting pupils with medical conditions' can be found on the school website

- Information about the medical and personal care needs of a pupil can be found in their support plan.
- If a pupil has more complex medical needs, individual health care plans are produced in discussion with parents/carers /carers and health professionals.
- If a pupil has a medical condition that can present with medical emergencies, a plan is made detailing the procedure to be followed in the event of an emergency. This information is shared via the 'Supporting Me' plan.

### **Arrangements made by the governing body relating to meet their responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements**

The SEN and Disability Act 2001, places a statutory duty on all schools and Local Authorities to increase accessibility for disabled pupils. We are required to produce an accessibility plan which details how we identify and remove barriers to learning and increase and promote the curriculum. It covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It specifies how we plan to improve access to the physical environment of the school and provide physical aids to access education. We are required to improve the delivery of written information to disabled pupils. Examples of this might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and the format preferred by pupils and parents/carers.

The Accessibility plan and Equality policy can be found on the school website at [www.bollingtonstjohns.co.uk](http://www.bollingtonstjohns.co.uk)

### **Admission Arrangements**

Information about the Admissions Policy and admission arrangements can be found in the school prospectus and on the school website.

The admission arrangements for all pupils are in accordance with national legislation detailed in the Equality Act 2010. This includes children with special education needs and pupils with EAL

### **Arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision made at the school.**

- Any complaints relating to the provision for pupils with special educational needs will be addressed in the first instance by the class teacher and SENCO.
- If unresolved, the head teacher and the governor with responsibility for SEND may be involved
- In the case of an unresolved complaint the issue will be addressed through the complaints procedure. The Complaints Policy can be found on the school website detailing the formal procedures for making a complaint.

### **Bullying**

Steps are taken to ensure that vulnerable learners are not at risk of bullying. We are an inclusive school and encourage all pupils to treat each other with respect. Our ethos is to promote independence and build resilience. Recommended approaches are used to address specific needs of pupils e.g. pupils with social communication difficulties. Social skills group and social stories and Social Articles are used to explain social conventions.

The policy can be found on the school website at [www.bollingtonstjohns.co.uk](http://www.bollingtonstjohns.co.uk)

**The contact details of support services for the parents/carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

The head teacher and the SENCO can provide details of support for families. The Cheshire East Information Advice and Support team can be accessed by following this link [www.ceias.cheshireeast.gov.uk/home.aspx](http://www.ceias.cheshireeast.gov.uk/home.aspx)

This is a free and confidential service which is available to all parents/carers of children aged 0 to 25 who have special educational needs or a disability. The service is impartial and has a small team of fully trained, independent supporters who can help parents/carers and young people to prepare for meetings and to attend meetings with them, if required. CEIAS can offer support to families who are applying for an Education Health and Care needs assessment and will provide information and guidance around the offer of a Personal Budget.

**Information on where the Local Authority's Local Offer is published.**

The Cheshire East Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families in Cheshire East. It includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Details can be found by following this link [www.cheshireeast.gov.uk/livewell/local-offer](http://www.cheshireeast.gov.uk/livewell/local-offer)

**Review of Policy**

This policy has been written by Rosie Hemmings SENCO in accordance with the Code of Practice January 2015

Date established        March 2015

Policy last updated    July 2019

Date to be reviewed    September 2020

Signed and dated \_\_\_\_\_