

SEND Policy and Information Report

Rownhams St John's CE Primary School

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Reviewed by: Tim Woodford

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SEND Policy and Information Report

Rownhams St John's CE primary School

1. Introduction

- 1.1 At Rownhams St John's CE Primary School we value all children equally, regardless of their abilities and behaviours and all are entitled to a relevant curriculum which is differentiated to meet individual needs.
- 1.2 Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's headteacher, the SENDCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs (Code of Practice. 2014).
- 1.3 **Our SEN policy and information report aims to:**
 - 1.3.1. Set out how our school will support and make provision for pupils with special educational needs (SEN)
 - 1.3.2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Aims

- 2.1 We will meet the needs of all pupils who have special educational needs either throughout, or at any time during their education at Rownhams St John's Primary School through a graduated approach linked to assessment and action.
- 2.2 We will ensure that pupils are identified as early as possible
- 2.3 We will ensure the greatest possible access to a broad and balanced education, including National Curriculum
- 2.4 We will meet the needs of most pupils, where appropriate, in the classroom alongside their peers
- 2.5 We will ensure that all staff are aware of the needs of the pupils
- 2.6 We will seek the knowledge, views, experience and participation of parents, acknowledging the vital role they have to play in supporting their child's education
- 2.7 We will, where appropriate, make full use of supporting agencies outside school
- 2.8 We will implement recommendations made by the Local Authority (LA) for children on an Education Health and Care plan
- 2.9 We will seek the views of the child which will then be taken into account when planning
- 2.10 We will ensure that we take account of the intended outcomes – short and long term

3. Legislation and guidance

- 3.1 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- 3.2 [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- 3.3 [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report.

4. Definitions

- 4.1 A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 4.2 They have a learning difficulty or disability if they have:
 - 4.2.1. A significantly greater difficulty in learning than the majority of the others of the same age, or
 - 4.2.2. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- 4.3 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1 SENDCO

Our SENDCO is Jo Marchant (j.marchant@rownhams.hants.sch.uk)

Our SENDCO will:

- 5.1.1. Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 5.1.2. Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 5.1.3. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- 5.1.4. Advise on the graduated approach to providing SEN support
- 5.1.5. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- 5.1.6. Be the point of contact for external agencies, especially the local authority and its support services
- 5.1.7. Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 5.1.8. Ensure the school keeps the records of all pupils with SEN up to date

5.2 SEND Governor

Our SEND Governor is Jane Cotton

Our SEND governor will:

- 5.2.1. Help to raise awareness of SEND issues at governing board meetings
- 5.2.2. Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- 5.2.3. Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.3 Headteacher

The headteacher will:

- 5.3.1. Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- 5.3.2. Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- 5.4.1. The progress and development of **every** pupil in their class
- 5.4.2. Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- 5.4.3. Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- 5.4.4. Ensuring they follow this SEN policy

5.5 Parents

- 5.5.1. At Rownhams St John's Primary School we value the partnership with parents and acknowledge it plays a key role in enabling children with SEND to achieve their potential.

- 5.5.2. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- 5.5.3. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- 5.5.4. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.
- 5.5.5. A child's class teacher will work closely with parents at all stages in his/her education and, in case of any difficulty, should be the first point of contact.

5.6 Children

- 5.6.1. Children and young people with special educational needs often have a unique knowledge of their own needs.
- 5.6.2. Their views about what sort of help they would like in order to help them make the most of their education will be ascertained.
- 5.6.3. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

6. SEND Information Report

6.1 The kinds of SEN that are provided for

- 6.1.1. Our school provides for additional and/or different provision for a range of needs, including:
 - Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
 - Cognition and learning, for example, dyslexia, dyspraxia
 - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
 - Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
 - Moderate learning difficulties

6.2 Identifying pupils with SEND and assessing their needs

- 6.2.1. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
 - This may include progress in areas other than attainment, for example, social needs.
- 6.2.2. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
- 6.2.3. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.3 Consulting and involving parents and pupils

- 6.3.1. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
 - We take into account the parents' concerns
 - Everyone understands the agreed outcomes sought for the child
 - Everyone is clear on what the next steps are
- 6.3.2. Notes of these early discussions will be added to the pupil's record and given to their parents.
- 6.3.3. We will formally notify parents when it is decided that a pupil will receive SEN support.

6.4 Assessing and reviewing pupils' progress towards outcomes

- 6.4.1. We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- 6.4.2. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:
- The teacher's assessment and experience of the pupil
 - Their previous progress and attainment or behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views

- Advice from external support services, if relevant

6.4.3. The assessment will be reviewed regularly.

6.4.4. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 Supporting pupils moving between phases and preparing for adulthood

6.5.1. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

6.5.2. We encourage all new children to visit the school prior to starting to be shown around the school.

6.5.3. When starting in the Reception class, they will be invited to attend a series of 'Stay and Play' sessions, as well as receive a home-visit from our Early Years staff. Where possible, a visit to the child's pre-school provision will take place.

6.5.4. For children with SEND we encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current setting or school.

6.5.5. We write social stories with children, where appropriate.

6.5.6. When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. At our main feeder secondary school, The Mountbatten School, they run a programme specifically tailored to aid transition for the more vulnerable pupils.

6.5.7. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

6.5.8. If your child has complex needs then an TPA (Transition Partnership Agreement) or EHCP will be used as a transition meeting during which we will invite staff from both schools to attend.

Note that during the COVID-19 pandemic it may not be possible to provide the full transition programme and some activities, particularly where they would normally be face-to-face, may have to be adapted.

6.6 Our approach to teaching pupils with SEND

6.6.1. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

6.6.2. Children who have SEN will have an Individual Education Programme (IEP) written by the class teacher in consultation with the parents and child (where appropriate). This will include small step SMART (specific, measurable, achievable, realistic, timely) targets that focus on the child's specific area of need. Targets will be recorded and reviewed on the IEP three times a year.

- 6.6.3. High-quality teaching within the classroom is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- 6.6.4. Targeted and specific interventions provide additional support where a particular need has been identified.

6.7 Adaptations to the curriculum and learning environment

- 6.7.1. We make the following adaptations to ensure all pupils' needs are met:
- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
 - Adapting our resources and staffing
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 6.7.2. You can also find our accessibility plan [here](#)

6.8 Additional support for learning

- 6.8.1. In line with the SEND Code of Practice, the class teacher has primary responsibility for your child's needs and achievement. This SENDCO supports the class teacher in meeting those needs.
- 6.8.2. Our SENDCO (Special Educational Needs and Disability Coordinator) oversees all support and progress of any child requiring additional support across the school and monitors the impact.
- 6.8.3. The class teacher and/or Learning Support Assistant (LSA) will work with pupils in 1:1 and small groups to support their learning needs
- 6.8.4. Pupils with an Education, Health and Care Plan (EHCP) may have an identified key adult to support them in achieving specific targets.
- 6.8.5. The class teacher will meet with parents normally on a termly basis (this could be as part of parent's evening) to discuss your child's needs, support and progress. The frequency of these meetings will be determined by a child's needs. The SENDCO may support the class teacher at these meetings, when appropriate in support of the teacher, parent or child.
- 6.8.6. We work with external agencies and services to support pupils with SEND. You can find more details about this [here](#).

6.9 Expertise and training of staff

- 6.9.1. Our SENDCO has achieved the MA SEN accreditation award and works 2 days each week to manage SEND provision

- 6.9.2. We have a team of **two** learning support who are trained to deliver Speech & Language programmes as prescribed by a qualified therapist.
- 6.9.3. We have **one** member of staff trained in dyslexia screening (DEST)
- 6.9.4. We have **four** members of staff trained to deliver basic Occupational Therapy (OT) support
- 6.9.5. We have **five** members of staff trained in Team Teach support children with behaviour difficulties
- 6.9.6. We have **three** learning support assistants who are trained ELSAs (Emotional Literacy Support Assistants)
- 6.9.7. We have **one** Nurture trained member of staff
- 6.9.8. All of our learning support who are trained to deliver reading, spelling and/or phonics programmes

6.10 Resources, equipment and facilities

- 6.10.1. We ensure that the needs of all SEND children are met to the best of the school's ability with the funds available.
- 6.10.2. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, which may require 1:1 learning support assistant.
- 6.10.3. We have a fully accessible disabled toilet and a therapy bed for physiotherapy.

6.11 Evaluating the effectiveness of SEND provision

- 6.11.1. We evaluate the effectiveness of provision for pupils with SEN by:
- Reviewing pupils' individual progress towards their goals each term
 - Reviewing the impact of interventions after **10** weeks
 - Using pupil questionnaires
 - Monitoring by the SENDCO
 - Using provision maps to measure progress
 - Holding annual reviews for pupils with EHC plans

6.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- 6.12.1. All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- 6.12.2. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

6.12.3. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

6.12.4. You can also find our accessibility plan [here](#).

6.13 Support for improving emotional and social development

6.13.1. Rownhams St John's is an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.

6.13.2. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

6.13.3. Rownhams St John's also has **three** members of staff who are trained ELSAs, (Emotional Literacy Support Assistants). They work under the direction of the SENDCO

6.13.4. We have a dedicated Child Family Support Worker who works with vulnerable pupils and parents, according to need

6.13.5. We have a zero tolerance approach to bullying. You can read our anti-bullying policy on our website [here](#).

6.14 Working with other agencies

6.14.1. As a school we work closely with any external agencies or service that we feel are relevant to individual children's needs within our school including:

- Primary Behaviour Support
- Health, including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, CAMHS (Children and Adolescent Mental Health Service), physiotherapists and occupational therapists, play therapists and sight and hearing
- Social Services including - Locality Teams and social workers
- Educational Psychologists
- Virtual School(s)
- Outreach provided by specialist schools, such as, Forest Park
- Hampshire County Council - SEN Team for Test Valley, HIAS (Hampshire Advisory Service)

6.15 Complaints about SEN provision

6.15.1. Complaints about SEND provision in our school should be made to the class teacher or SENDCO in the first instance. If the issue remains unresolved then a meeting can be arranged with the Headteacher. They will then be referred to the school's complaints policy.

- 6.15.2. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
- Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 Contact details of support services for parents of pupils with SEN

- 6.16.1. First point of contact is the child's class teacher to share your concerns.
- 6.16.2. You could also arrange to meet our SENDCO (Mrs Jo Marchant), our Deputy Headteacher (Mrs Phillips) or our Headteacher (Tim Woodford).
- 6.16.3. You could also contact our SEND Governor, or Chair of Governors (contact our office for details)
- 6.16.4. You could also look at the SEN policy on our website
<https://www.rownhams.hants.sch.uk/about-us/>
- 6.16.5. Contact Parent Partnership:
<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/hampshire-parent-partnership-service/>
- 6.16.6. Hampshire Local Authority Local Offer – this can be found online.
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
- 6.16.7. Hampshire SENDIASS (An impartial Special Educational Needs and Disability Information Advice Service Independent Advisory Support Service)
<https://www.hampshiresendiass.co.uk/>
- 6.16.8. Contact IPSEA (Independent Parental Special Education Advice)
<https://www.ipsea.org.uk/hampshire-county-council-v-r-sendist-2009-ewhc-626-admin-2009-elr-371>

6.17 Contact details for raising concerns

- 6.17.1. Firstly, contact your child's class teacher who will then involve the Special Educational Needs and Disabilities Coordinator (SENDCO), Deputy Headteacher or Headteacher, as appropriate. You can speak to your class teacher directly at the start or end of school or arrange an appointment through the school office.
- 6.17.2. We value partnership with parents and therefore we believe it is important to build open and honest positive relationships between school and home.

6.18 The local authority local offer

- 6.19 Our local authority's local offer is published [here](#).

7. Monitoring arrangements

- 7.1 This policy and information report will be reviewed by Jo Marchant (SENDCO) **every year**. It will also be updated if any changes to the information are made during the year.
- 7.2 It will be approved by the Standards Committee as delegated by the Governing Body.

8. Links with other policies and documents

- 8.1 This policy links to following policies listed below, which can be found on our school website [here](#).
 - 8.1.1. Accessibility plan
 - 8.1.2. Behaviour
 - 8.1.3. Equality information and objectives
 - 8.1.4. Supporting pupils with medical conditions