



Roundhay St John's Church of England Primary School

Special Educational Needs and Disabilities Policy

September 2023

Inclusion statement / mission statement / principles

The staff at Roundhay St John's are committed to the inclusion of all pupils. We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual enabling them to enjoy their learning and to achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every pupil

1. Basic information about the schools' special educational provision

1.1 Aims of the policy

To set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND);

To identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;

To work in partnership with children and their families at every stage of the SEND process;

To create a create an environment which strives to meet the special educational needs of every child;

To ensure that the special educational needs of children are identified, assessed and provided for;

To make clear the expectations for all partners in the process:

To enable all children to have full access to all elements of the curriculum.

1.2 Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities;

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

1.3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is 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.

1.4. Inclusion of pupils with SEND

We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

It is the responsibility of all teachers to include pupils with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

In line with the Disability Discrimination Act 1995 (as amended by the SEN and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we endeavour to:

- Treat current and prospective disabled pupils equally favourably
- Make reasonable adjustments as appropriate

2. Roles and Responsibilities

2.1 The Special Educational Needs Co-ordinator (SENDCO)

- Currently, the appointed SENDCO is **Mrs Caroline Richards**

The SENDCO will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Manage the school-based assessment and complete the documentation required by outside agencies and the LA;
- Maintain the school's SEND register;
- Maintain resources and a range of teaching materials to enable appropriate provision to be made;
- Monitor and evaluate the special educational needs provision and report to the governing body;
- Ensure Staff are kept informed and updated about all SEND issues and pupils on the SEND/Inclusion Register through 1:1 meetings and whole school staff meetings;
- Identify training needs of individuals to support them in their role;
- Be the point of contact for external agencies, especially the local authority and its support services;
- 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;
- Ensure the school keeps the records of all pupils with SEND up to date.

2.2 The SEND Governor

- Currently, the appointed SEND Governor is **Mrs Leonora Rankine**

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this;
- Work with the Headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

2.3 The Headteacher

The Headteacher will:

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

2.4 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;
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision;
- Providing support for children who need help with communication and language;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

2.5 Teaching Assistants

Teaching Assistants are responsible for:

- Sharing in the assessment of needs and planning of objectives;
- Carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- Using suitably modified resources or activities to help meet specific objectives.

3. Admission arrangements

At Roundhay St John's, we are an inclusive school and support applicants regardless of SEND status. We will admit pupils with already identified special needs, as well as identifying and providing for pupils not previously identified as having SEND. As a voluntary aided school, the governing body publishes its own admission policy and places are allocated in accordance with this policy. Children with SEND will be treated as fairly as all other applicants for admission.

4. Facilities for pupils with SEN or who are disabled.

School is accessible throughout for anyone with physical disabilities, having double doors and no steps. Everything is at ground floor level and there are two disabled toilets. There is a designated parking area for disabled access. Appropriate adjustments will be made, wherever possible, to meet the specific needs of children within the limitations posed by the size and layout of the building.

5. Information about the school's identification, assessment and provision for all pupils with SEN

5.1. Allocation of Resources

- Support will be allocated through use of available funding (Funding for Inclusion and the notional SEN budget) to meet the needs of pupils.
- Staff have access to SEND resources located in the Staff Room.
- The SENDCO, in consultation with the Headteacher, is responsible for the operational management of the specified and agreed resourcing for the special needs provision within school, identified through whole school provision mapping, and including the provision for children with an Education and Health Care Plan (EHCP).

- The SENDCO informs the governing body as to how the funding allocated to support special needs has been employed.
- The Headteacher and SENDCO meet annually and/or as funding is allocated to agree on how to use funds directly related to FFI outcomes.
- The SENDCO is informed annually of SEND budgets for use on learning resources to support curricular and language needs. Expenditure is agreed in consultation with teaching staff and support staff.
- The training budget allows for teaching and support staff to access selected training as relevant to their role and in response to SENDCO suggestions to aid their continuing professional development.

5.2. Identifying pupils with SEND and assessing their needs

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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

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 universal offer, or whether something different or additional is needed.

5.3. The SEND Process

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach:
 - Assess
 - Plan
 - Do
 - Review

The school uses the following graduated approach to respond to children's special educational needs:

Adaptations to the curriculum and learning environment

We make adaptations to our universal offer to meet the needs of all children for example: using recommended aids such as writing slopes, coloured overlays, visual timetables; Where a pupil's attainment or progress is giving cause for concern, teachers will share their concern with the child's parents and the SENDCO in the first instance. Core Subject Leaders and the Intervention Manager will be involved through Pupil Progress Meetings. Assessments will be carried out and relevant time-limited interventions will be planned and implemented. The child will be placed on the class provision map. Progress will be carefully monitored.

Support Plans

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in 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;
- children will need a more individual intervention programme and these will be recorded on a SEND Support Plan which is written in conjunction with parents and the child (as appropriate). In consultation with parents and carers, they will be placed on the Inclusion Register and will continue to be carefully monitored. In such situations, there may well be the need for involvement of external agencies e.g. Educational Psychologists, the SEN and Inclusion Team, the Speech and Language service.

Application for an Education, Health & Care Plan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies, the decision may be taken to request an EHC Plan from the local authority. This process will involve presenting detailed records of our provision and its impact for their consideration. Parents, carers and the child will be fully involved in the process and will have the opportunity to contribute to reports.

5.4. SEND reviews

- Attainment, progress and provision for children on the Special Needs and Disability Register will be reviewed half termly by the class teacher and class support assistant and annotations will be made to the support plan.
- Termly reviews will be held with the teacher and SENDCO and parents and children's views will be sought and included in any revisions to the support plan.
- Parents will have opportunities to meet face to face with their child's class teacher in the Autumn and Spring Terms to review progress and to meet with their child's class teacher and SENDCO in the summer term. Children will also be involved in these reviews as appropriate.
- All children who receive FFI funding, will have an annual review to which parents, children and any outside agencies currently involved will be invited. All relevant outside agency reports, support plans, provision maps, risk assessments and the annual review report will be sent to SENSAP.
- All children in EYFS in receipt of EYFFI funding will have termly reviews to which parents and any outside agencies currently involved will be invited. All relevant outside agency reports, support plans, provision maps, risk assessments and the review report will be sent to SENSAP.

6. Evaluating the success of provision for pupils with SEN.

The Governing Body, in partnership with the SENDCO and other colleagues, will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:

- Analyse progress data for pupils with SEND
- Analyse attendance and exclusion data for pupils with SEND
- Monitor progress against SEND priorities in the School Improvement Plan and the SEND action plan
- The SEND governor will meet termly with the SENDCO for updates including attainment and progress and how the SEND budget is being used
- Seek the views of parents through consultation meetings

7. Complaints procedure

Parents are invited to discuss concerns about SEND provision initially with the class teacher, followed by SENDCO and then the Headteacher. If problems are not resolved, an appeal in writing to the Governing Body may be made necessary, in accordance with the school's complaints procedure.

We regularly self-evaluate our inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Improvement Plan.

Currently the designated SEND Governor is Mrs Leonora Rankine

8. In-service training

The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of pupils.

In-house or outside agency training is arranged as prioritised in the School Improvement Plan.

9. Links to support services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision.

Links and partnerships are developed with Education at Leeds City Council and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.

10. Working in partnership with parents

We welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners. At all stages of the special needs process the school seeks to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share progress with children and their parents/carers. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

We seek to keep parents and other stakeholders informed about our SEND provision by providing the following information on our website (www.roundhay-st-johns.leeds.sch.uk).

- Our SEND Local Offer
- An annual SEND Information Report which details SEND provision for the previous year.
- This SEND policy which is reviewed annually and updated as information changes

A named governor takes a special interest in special needs and is willing to talk to parents.

We will draw attention to the availability of relevant and accessible information, support and advice (e.g. SENDIAS formerly the Parent Partnership).

11. Links with other schools

We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools. We particularly endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school.

12. Links with other agencies and voluntary organisations

We work collaboratively with other agencies and organisations in the city to put the pupil and their parents at the centre of our work.

Summary

It is the school's aim to remove barriers to learning for all children in its care. Implementation of this policy will support the effective inclusion of children with SEND through raising achievement and enabling participation in the full life of the school. We will support pupils ensuring all children are safe, healthy, can enjoy and achieve, making a positive contribution to the community with a growing sense of economic well being.

Key Staff

Mr Graham	Head Teacher
Mrs Richards	Assistant Head Teacher and SENCO
Miss Hewitt	Assistant Head Teacher and Intervention Manager
Mrs Jones	Learning Mentor
Rev Bailey	Chair of Governors
Mrs Rankine	SEND Governor

All the above can be contacted by emailing admin@roundhaystjohns.com

Terminology

EHCP	Education and Healthcare Plan
EYFFI	Early Years Funding for Inclusion
FFI	Funding for Inclusion
SEN	Special educational needs
SENCO	Special educational needs co-ordinator
SEND	Special educational needs and disabilities
SENSAP	Special Educational needs Statutory Assessment and Provision
SENIT	Special Educational Needs Inclusion Team

SEND Policy September 2023

To be reviewed September 2024

SENDCO: Mrs Caroline Richards

Designated Governor: Mrs Leonora Rankine