St John's C of E Academy
SEND Policy

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Together, pursuing life in all its fullness

Template Version	Date	Author	Changes
V1	September 2024	Sara Henderson	-Based on The Key model policy / Trust template v2 -Appendix 1 and 2 current school documents included
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The electronic version is the definitive version of this document.

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1. Our Multi Academy Trust vision

The Core Mission of the Diocese of Coventry Multi Academy Trust is to build a better future for all within our Academies who in turn will positively impact their communities.

'Together, pursuing 'life in all its fullness' (based on John 10, 10)

2. Academy vision

In our school our Christian vision shapes all we do:

VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future

MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

Matthew 5:16

"***Let your light shine before others, that they may see your good deeds and glorify your father in heaven*.**"

PUPIL MOTTO

I will shine!

3. Rationale

Our Special Educational Needs and Disability (SEND) policy reflects the 2015 Special Educational Needs and Disability Code of Practice 0-25 guidance and it explains how we meet the special educational needs of pupils.

The Academy is committed to ensuring that the necessary provision is made for all pupils with SEND. The SEND code of practice (2015) states that all children and young people are entitled to an education that enables them to make progress so that they**;**

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training

We believe that every pupil, regardless of background or circumstance, should be given an equal opportunity to achieve 'life in all its fullness' and to shine to their full potential. We are committed to ensuring that all pupils have full entitlement and access to rich and diverse learning opportunities, which will open the doors to the future of their choice.

Where a pupil is identified as having additional needs, we will take action to remove those

barriers to their learning and to work in partnership with their parents/carers and children. We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a co-ordinated way in individual health care plans. Children may have special education needs either throughout, or at any time, during their school career.

According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014: 'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:
a] have a significantly greater difficulty in learning than the majority of children of the same age; or
b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
or c] are under compulsory school age and fall within the definition at [a] or [b] above or would do so if special educational provision was not made for them.
Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Other related Policies are as follows and are available from the Policies page of the Academy website here.

- Academy Behaviour Policy
- Admissions Policy
- Children with Health Needs Who Cannot Attend School
- Equalities Statement
- Intimate Care Policy
- Medication Policy and Management Procedure

4. Aims

At St John's CofE Academy we aim to:

- Value all pupils at our school equally and with equity, holding them at the heart of our approaches;
- Work with our children's families and care givers as equal partners to create a supportive learning environment which identifies their needs early and responds appropriately;
- Provide access to high quality adaptive teaching matched to need through the provision of a broad, balanced and ambitious curriculum;
- Maximise opportunities by ensuring that all pupils with SEND can access all aspects of school life;
- Identify and celebrate strengths, gifts and talents;

5. 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-Ordinator's (SENDCOs) and the SEN information report.

This policy also complies with our funding agreement and Articles of Association.

Roles and responsibilities

6.1 The SENDCo

The SENDCo at St John's CofE Academy is Sara Henderson
sara.henderson@stjohns.covmat.org

They will:

- Work with the headteacher and Lead Academy Governance Committee (AGC) member for SEND to determine the strategic development of the SEND policy and provision in the academy.
- 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 Educational Health Care Plans (EHCP).
- 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 academy's delegated budget and other resources to meet pupils' needs effectively.
- 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 academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the academy keeps the records of all pupils with SEND up to date.

6.2 The Lead Academy Governance Committee (AGC) Member for SEND

The AGC member for SEND will:

- Help to raise awareness of SEND issues at AGC meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the AGC on this.
- Work with the Headteacher and SENDCo to support the development of the strategic development of the SEND policy and provision in the academy.

6.3 The Headteacher

The Headteacher will:

- Work with the SENDCo and Lead AGC member for SEND to develop the strategic development of the SEN policy and provision within the academy.
- Have overall responsibility for the provision and progress of learners with SEND within the academy.

6.4 Class Teachers

Every teacher is a teacher of every child including those with SEND.

Each class teacher is responsible for:

- The progress and development of every pupil in their class. They achieve this by using quality teaching and learning strategies; adapting teaching approaches in the classroom; modifying classroom organisation and teaching materials.
- 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.
- Ensuring they follow this SEND policy.

6.5 Support staff

Support staff are responsible for:

- Supporting pupils with SEND as directed by the class teacher.

- Contribute to the evaluation of provision for pupils through communication with the class teacher.

- Ensure they follow this SEND policy.

6.6 Parents

We ask parents to:

- Attend meetings regarding their child's SEND needs.

- Ensure their child has good attendance so that they have access to as much education as possible.

- Communicate any changes for the child at home so that staff can understand further what provision needs to look like.

7. Identifying and Responding to SEND

7.1 Definition

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.

7.2 The four broad areas of SEND

The needs of a child with SEND will fall under one or more of these four areas, as outlined in the SEND Code of Practice:

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health difficulties;
4. Sensory and/or physical needs.

7.3 How SEND is identified

We will assess each child's current skills and levels on entry, which will build on previous settings and key stages where appropriate. Class teachers will make regular assessment 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 progress rate.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may also include progress in children's social and emotional 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 expected progress and attainment and the views of the child and their parents. We will use this to decide what provision is needed and whether this can be provided through adaptive teaching or whether something additional or different is needed.

See Appendix 1

7.4 The Graduated response

When deciding how best to support a child with SEND at St John's CofE Academy we have a graduated response. The graduated response involves a four part cycle of assess, plan, do and review. The class teacher and SENDCo will work together to carry out an analysis of the child's needs. This will draw on:

- Teacher assessment;
- The child's previous progress and attainment;
- The child's development in comparison to their peers and nationally;
- The views and experience of parents;
- The child's views;
- Advice from external agencies if relevant.

The assessment will be reviewed regularly.

See Appendix 2 for our academy document outlining our graduated response.

7.5 Co-Production

We will have an early discussion with the child and their parents when identifying whether they have a special educational need. These conversations will make sure that:

- Everyone develops a good understanding of the pupils areas of strength and difficulty
- We take into account parents concerns.
- Everyone understands the agreed actions/next steps and outcomes sought for the child.

At annual reviews and SEND meetings parents views will be sought and included in any planning of provision for the child.

7.6 Working with External Agencies to Support Children with SEND

The SENDCo liaises with the class teacher, parents and child regarding the needs of the children in school. Following the school's Assess-Plan-Do-Review system, if the child is not making expected progress or the parties are in agreement that more support is needed, the SENDCo will make the necessary referrals to outside agencies, local authority or health and social care professionals.

We work with the following agencies to provide support for pupils with SEND**:**

- Educational Psychology Services (EPS)
- Social, Emotional, Mental Health and Learning (SEMH+L)
- Complex Communication Team (CCT)
- Speech and Language Therapy Service (SALT)
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling services

Other services are involved where applicable for a child and / or their family in order to receive the best support possible.

You can find out more about local services that we use in our SEND Information Report which is found on our website.

7.7 Securing equipment and facilities

We liaise with outside agencies and professionals to ensure that our facilities are accessible to those with individual needs. When necessary adaptations to the building are made in line with the academy's accessibility plan, which is available on the Policies page of our website here.

Some children may need specialised equipment to support them in accessing the curriculum. In this case professionals, outside agencies, parents and the child are consulted and this is acquired either through their Education Health Care plan or specialist service.

7.8 Evaluating the effectiveness of SEND provision

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;
• Using pupil questionnaires, learning walks, book looks;
• Monitoring by the SENDCo;
• Using provision maps to measure progress;
• Holding annual reviews for pupils with EHC plans;
• Termly SEND reviews.

Admission Arrangements

Children with SEND are welcome at our academy. We recognise that children may present with individual needs. Successful inclusion is ensured by active engagement and collaborative working with parents, children and professionals in order to accurately identify, plan and meet individual need.

Prior to admission, we will contact relevant outside agencies to obtain as much information as possible and appropriate transition is put in place to successfully integrate all children into a supportive environment.

Our Admissions Policy is available on the Policies page of the Academy and Trust websites here: Multi Academy Trust Policies | The Diocese of Coventry Multi Academy Trust (covmat.org)

8. Contact Details of Support Services for Parents of Pupils with SEND

Support services for parents of pupils with SEN are accessible within the local authorities SEN local offer information, which is available here:

As a Coventry City Council academy, the local authority's local offer is published here: https://www.coventry.gov.uk/sendlocaloffer.

9. Raising Concerns or Complaints About SEND provision

Concerns from pupils or parents about SEN provision in our academy should be made to the SENDCo or the Headteacher in the first instance. Contact details are available on the contacts page of our website here.

Our Complaints policy is available on the Policies page of the Academy and Trust websites here: Multi Academy Trust Policies | The Diocese of Coventry Multi Academy Trust (covmat.org)

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 academy 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.

Related Policies:

- Behaviour
- Supporting children with medical needs
- Medication and management policy
- Equality information and objectives

Appendix 1

St John's Church of England Academy

Identifying Pupils with SEND: Flowchart to map process for identifying pupils who may have SEND.

Staff or the child's parent are concerned that the child may have an area of difficulty or some kind of special need.

→ Is the child making a least expected progress through high quality first teaching? (See provision grid)

NO

- Targeted teaching/ Shine Time: aimed to address child's areas of need for at least half a term.
- Discuss concerns with parents: arrange meeting with parents to gather bigger picture. Discuss how areas of need will be addressed.
- Record (written) outcomes of meeting and share with SENDCO.
- Complete Initial Concerns Record form, add to Initial Concerns.
- Discuss impact at Pupil Progress and review data

(SENDCO, SLT and subject leaders are available for advice on appropriate Shine Time.)

YES – continue to monitor progress half termly in line with rest of class. Child added to Monitoring register.

↓

Does the child respond to targeted teaching / Shine Time and progress improve?

YES – continue to monitor progress half termly in line with rest of class. Child remains on Monitoring register.

NO

- Discuss on-going concerns with parents: arrange further meeting and record outcomes of meeting.
- Discuss on-going concerns with SENDCO: class teacher to share interventions and support provided, notes from meetings with parents.
- SENDCO decides next steps: referral to outside agency, further intervention and whether to add child to SEND register at this point.

Targeted teaching / Shine Time:

- Targeted teaching/ intervention: aimed to address child's areas of needs for half a term.
- Record outcomes of meeting and share with SENDCO.
- Discuss interventions at Pupil Progress and review data – remain on Monitoring register.

(SENDCO, SLT and subject leaders are available for advice on appropriate interventions.)

Referral to outside agency:

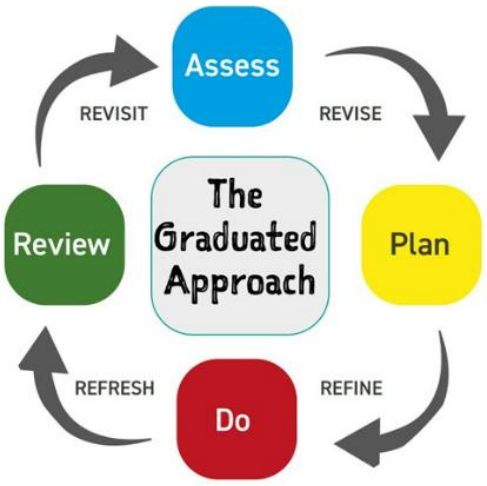
- Category / categories of need identified.
- SENDCO meets with parents and makes appropriate referral/s.
- Outside agencies feedback to SENDCO and parents.
- SENDCO decides whether to add child to SEND register in discussion with parents.
- Class teacher continues with appropriate intervention from advice given from outside agencies, using the graduated response – Assess, Plan, Do, Review cycle – Learning Journeys or My Support Plan, overseen by the SENDCO

Child responds positively and makes progress: parents are informed and child is removed from SEND register. (Remaining on Monitoring register and progress monitored in line with the rest of the class.)

Child does not respond positively and is not making appropriate progress: SENDCO to meet with parents and continue working with outside agencies, reassess and seek further advice. Continue with Learning Journey / My Support Plan targets and Assess, Plan, Do, Review cycle. SENDCO to consider application for an Education, Health Care needs assessment. (EHCP)

Appendix 2

SEND Graduated Response at St John's CofE Academy



The SEND Code of Practice 0-25 promotes the use of the 'assess, plan, do, review cycle'. This cycle can be used to meet the needs of children/young people and improve practice at many levels ensuring that:

• individual children/young people at or being considered for SEND support and those with an EHCP plan receive the best possible provision and achieve positive outcomes

• SEND provision made by an educational setting evolves to meet the needs of all children/young people with SEND

• the EHCP needs assessment, planning and review processes support children/young people, their families and educational setting

St John's and the 'assess, plan, do, review' cycle – individual children

Assess - clear analysis is made of needs based on:

• views of the child/young person and their parents / carers
• teacher assessments and observations
• child's current attainment
• child's previous progress and attainment
• tracking of progress and comparisons with national data
• assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENDCO, parent / carers and child, agree on a plan of action to include:

• time limited outcomes for the child
• the adjustments, support and interventions to be put in place
• a date for review

All planning must be child centred, and outcomes focussed and recorded.

Do - all the child's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

• adapting, scaffolding and personalising the curriculum
• delivery of 'additional to and different from' provision for a child with SEN
• planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
• linking interventions to classroom teaching
• liaising with parents as appropriate

The SENCO supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with child and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the child being considered before planning a continuation of or change to provision.

At St John's a child with SEN on the SEND Register may have a Learning Journey or a My Support Plan to track their targets. Children who have Education, Health Care Plans (EHCP) will have a Learning Journey plan to track the small step targets on their EHCP.

More information about EHCPs can be found on our school website here.

St John's and the 'assess, plan, do, review' cycle – whole school

Every school must publish a SEND Information Report and this can be found on our website. If a parent or carer needs to challenge a school, they can refer to this.

This document must be dated and updated annually to:

• review the provision of the school

• assess the changes that need to be made to provision

• plan for the coming year

