

St John the Evangelist CE Aided Primary School

Special educational Needs / and or Disability (SEND)Policy



“Children are a gift from the Lord”

1 Persons responsible for the management of provision for pupils with Special Educational Needs

Role	Name	Contact Details
Head teacher	Mrs Caroline Waites	01625 428222 head@sjsmacc.cheshire.sch.uk Advocate for SEND on the SLT
SENDCo	Mrs Kay Clarke	01625 428222 senco@sjsmacc.cheshire.sch.uk
Governor	Mrs Alift Harewood	Through school by appointment

Introduction

1.1 This policy was reviewed and updated in Dec 2017

1.2 We have a duty to provide appropriate SEND provision for children in order to meet the needs of all individuals. It is also our duty to make reasonable adjustments for disabled children, to support medical conditions and to inform parents and young people if SEN provision is made for them. Details of SEND provision that we provide are outlined in our Local Offer report which can be accessed by the public on the school website, www.sjsmacc.cheshire.sch.uk

We are committed to working with the Local Authority in contributing to, compiling and reviewing the County Local Offer.

1.2 St John the Evangelist CE Aided Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. Every teacher is a teacher of every child including those with SEN.

1.3 Requirements are likely to arise as a consequence of a child having special

educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.


1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1.5 This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 –25, (from September 1st 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
<https://www.gov.uk/government/.../send-code-of-practice-0-to-25>
- Schools SEN Information Report Regulations (2014)
(see www.sendgateway.org.uk)
- Hampshire’s Illustrative Regulations
(a guide for schools completing SEN Information Report)

2 Aims and objectives

2.1 St John the Evangelist CE Aided Primary School aims to:

- Have due regard to the Special Educational Needs and Disability Code of Practice 0 - 25.
- Provide a Special Educational Needs Co-ordinator (SENDCO), who will work with the SEND Inclusion policy.
- Provide support and advice for all staff working with special educational needs pupils.
- Identify pupils with special educational needs and disabilities as early as possible and ensure their needs are met.
- Operate a whole school approach to the management and provision of support for special educational needs.
- Provide all children with a broad and balanced curriculum, focused on outcomes, that is differentiated to meet the needs and abilities of the individual.
- Have high ambitions and expectations for pupils with special educational needs and disabilities.
- Be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- Ensure all pupils make effective progress and realise their full potential by:
 Ensuring all pupils take a full and active part in school life;

- 👏👏 Working with other schools and the Local Authority to share good practice in order to improve this policy;
- 👏👏 Creating an environment that meets the special educational needs of each child;
- 👏👏 Ensuring that parents are able to play their part in supporting their child's education;
- 👏👏 Ensuring that our children have a voice in this process.

Educational inclusion

2.2 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through removing barriers to learning and ensuring full participation. We want all our children to feel that they are valued members of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational, 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.

2.3 At St John's we give consideration to all aspects of pupils' lives which do not mean they have Special Educational Needs, but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings provided under current Disability Equality legislation 6.9 p.93)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or previously Looked After Child
- Being a child of Serviceman/woman

2.3 Our school acknowledges the suggestion from the SEND Code of Practice 0 - 25 years that behaviour as a need is no longer an acceptable way of describing SEN. Concerns relating to behaviour may well describe an underlying need which the school will endeavor to identify.

(SEND Code of Practice 0 -25 years, Section 6.21 p.91)

2.4 Teachers respond to these considerations using a whole pupil, whole school approach to:

- Providing support for children who need help with Communication, Language,

- Literacy and Numeracy;
- Planning to develop children's understanding through the use of all available senses and experiences;
 - Planning for children's full participation in learning, physical and practical activities including spiritual, social and emotional;
 - 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;
 - Communicating effectively with parents and carers;
 - Engaging the support of the school family coordinator

3 Identifying Special Educational Needs

3.1 The four areas of SEND, as outlined by the SEND Code of Practice 0 -25 years, are as follows:

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

These four broad areas give an overview of the range of needs that are planned and provided for at St John's.

3.2 At St John's school the purpose of identifying special educational need is to work out what action needs to be taken to help a child make best progress. This is ascertained by considering the whole child, which will not just include the Special Educational Needs of the child.

3.3 Children with special educational needs have learning difficulties which call for special provision to be made. All children may have special needs at some time in their lives.

3.4 Children have a learning difficulty if they:

- have significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- are under school age and fall within the definitions above.
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4 A Graduated Approach to SEN Support

Special Educational Provision

4.1 Special educational provision is, *'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.'* (Education Act 1996)

4.2 When organising additional support it is very important that children with special educational needs and disabilities (SEND) are provided with a broad and balanced curriculum which ensures regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

4.3 We ensure teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training for a variety of SEND aspects. We believe teachers are responsible for each and every individual child's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom and/or supporting in group or individual interventions.

4.4 As a school, we acknowledge individuals must be included in decision processes about their SEND. We are aware that the level of this inclusion is dependent upon age and understanding. We will endeavor to share as much information as is appropriate, in association with the parents, with pupils who have SEND.

4.6 It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within St John's school.

4.7 The school also has full provision for pupils who are disabled. As a school community we have a commitment to promote equality. This policy endeavours to comply with the Equality Act 2010.

4.8 Many of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed both informally and formally when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.9 Criteria for a pupil to be placed on the school SEN Register

The Code of Practice (2014) suggests that:

pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/ adjustments and good quality personalised teaching

Two levels of need are identified in the 2014 Code of Practice.

1. SEN Support
2. Education Health Care plan (EHCP).

4.10 At St Johns we employ a rigorous, whole school approach to monitoring the progress and development of all pupils.

High quality teaching, differentiated for individual pupils, is our first step in

responding to pupils who may or may not have SEND. Pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching.

4.11 Process of identification

If our assessments, both quantitative and qualitative, show that a child may have a barrier to learning, we use a range of strategies that make full use of all available classroom and school resources. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

In our school this level of support is referred to as Quality First Teaching. The child's class teacher will offer interventions, resources, including environmental, which is provided as part of the school's usual working practices. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support cannot compensate for a lack of good quality teaching. The class teacher will keep parents informed and draw upon them for additional information.

4.12 School SEN Support: ASSESS, PLAN, DO, REVIEW

The decision made to place pupils at SEN support on the register will follow a cycle of intervention:

ASSESS, PLAN, DO, REVIEW

Our school regularly and carefully reviews the quality of teaching for all pupils each term, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

The Special Educational Needs Co-ordinator (SENDCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The teacher and SENDCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

The SENDCO will then take the lead in further assessments of the child's needs. If the child requires a high level of support and a need is identified then the child will be placed on the school SEND register as requiring School SEN Support.

For high levels of need, the school may involve external agencies through group consultation and specialised assessments from professionals. If our school identifies that support is needed from outside services, we will consult parents

prior to any support being actioned. In some cases, children will be seen in school by external support services.

Some children may be on the SEND register at School SEN Support with an identified need but only require a low level of support. These children will not require a School Focus Plan, (SFP) but will continue to be monitored at pupil progress meetings. They will feature on Group Focus plans and the school's Intervention Provision Evaluation map where they receive additional support.

For most children identified as requiring a high level of need (approximately 10 hours) at SEN support stage, a School Focus Plan (SFP) will be completed.

Parents and the child will be involved in the review of this plan at each stage.

As advised in The Code of Practice 0 -25 years, Section 6.44 to 6.56 p.100, Strategies and targets used to support the child will be written within the SFP and reviewed following the Assess, Plan, Do review cycle. In most cases, this review cycle will take place once a term.

4.13 Education and Health Care Plan, (EHCP)

'Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care Needs assessment.' SEND Code of Practice 0 -25 years Sect6.63 p.103

For a pupil who continues to demonstrate significant cause for concern and has complex needs that may involve education and/or health and or social care, a request for an Education Health Care Plan assessment will be made to the Local Education Authority, (LEA). In most cases, this would be a child who is known by the educational psychologist and who has a range of external agency involvement due to the complexities of their need. A range of written evidence about the child will support the request.

The request will be considered by Cheshire East assessment and monitoring team, who will advise parents and school of the next steps. The statutory time limit for this to be communicated is 6 weeks.

In some instances, the local authority will make additional provision to meet the needs of the pupil whilst it is considering whether there is a need for an EHC Assessment.

If a decision to assess the pupil for EHCP is made, the local authority will lead the process and co-ordinate meetings with pupils, parents and appropriate external support agencies, including the educational psychologist and relevant health or social services.

5 Managing Pupils needs on the SEN Register at St John the Evangelist CE Aided School

<p>Quality First Teaching</p> <p>EARLY ACTION</p> <p>Pupils not making expected progress are identified.</p> <p>AIM: Help pupils to achieve the identified outcomes and any barriers to learning be removed.</p>	
ASSESS	<p>Teachers assess pupils' progress through qualitative and quantitative assessment</p> <p>Teachers monitor progress through termly pupil progress meetings</p> <ul style="list-style-type: none"> • Informed by assessment data tracking • Termly <p>Pupils not making expected progress are identified.</p>
PLAN	<p>Interventions are planned by class teachers to address needs of pupils not making expected progress and to close learning gaps.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adjustments to class teaching strategies and resources made <input type="checkbox"/> Group Support Planned <input type="checkbox"/> Plans have measurable targets with a set time period
DO	<p>Intervention provision is mapped per cohort</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus <input type="checkbox"/> Teacher <input type="checkbox"/> Frequency/ Time/ pupil ratio/ Duration <input type="checkbox"/> Baseline level <p>Intervention is taught over set time period</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress measured
REVIEW	<p>Impact of intervention is monitored by Class teachers, Key Stages and SENDCO</p> <ul style="list-style-type: none"> • Group Support plans annotated by teacher of intervention throughout intervention • Group Support plans reviewed at the ended of designated time • Discussions with Teaching support staff • Progress measured
<p>RESPONSE TO OUTCOME OF EARLY ACTION</p> <p>SCHOOL SEN SUPPORT</p> <p>Pupils who continue to not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching.</p> <p>Pupils who despite interventions and adjustments continue to not make expected progress.</p> <p>AIM: To revisit, refine and revise actions and earlier decisions with a growing understanding of pupil need and what supports good progress</p>	

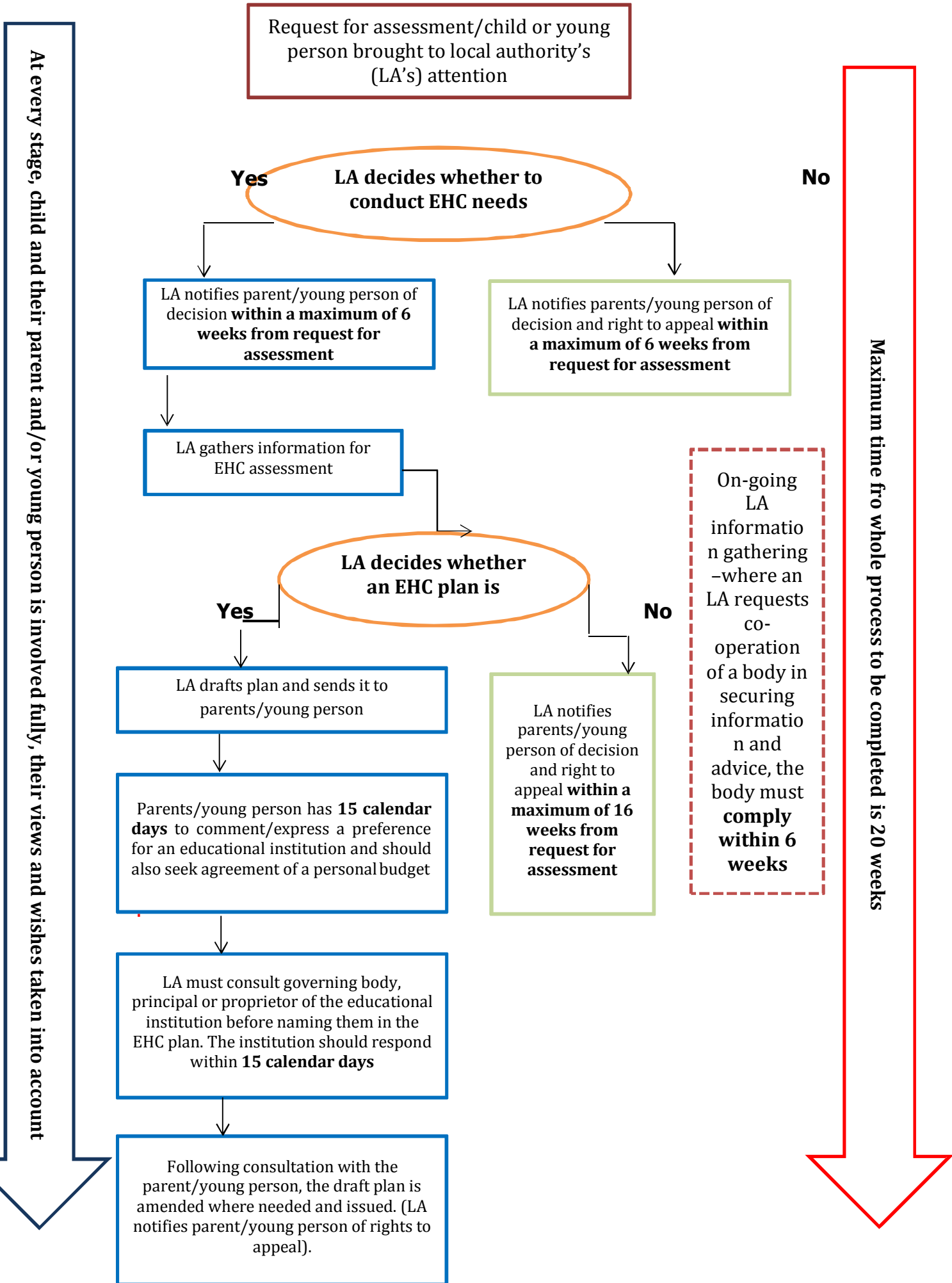
SCHOOL SUPPORT PLAN

ASSESS	<ol style="list-style-type: none">1. Meet with parents to discuss action to be taken.2. Obtain permissions for external support agencies to become involved if necessary.3. SENDCo to involve external support services, if relevant4. Place pupil on school SEN register5. Class teacher and SENDCo analyse pupil's needs<ul style="list-style-type: none">• Teacher assessment• Teacher experience of the pupil• Pupil progress, attainment and behaviour• Comparative data• SENDCo Assessment• Compare school assessment with parent views• Advice from external support services, if relevant6. Regularly review assessment to ensure support and intervention are matched to need, barriers to learning are being identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
PLAN	<ol style="list-style-type: none">1. Write SCHOOL SUPPORT Plan based on needs identified from assessment analysis:<ul style="list-style-type: none">○ Pupil perspective○ Parent perspective○ School perspective2. Formally notify parents<ul style="list-style-type: none">• Class teacher, SENDCo, parents and pupil agree to the adjustments, interventions and support to be put in place3. All teachers and support staff are made aware of pupil needs and the outcomes sought, including required teaching strategies and approaches.
DO	<ol style="list-style-type: none">1. The class teacher remains responsible for all teaching, including where interventions involve group or 1 to 1 teaching away from the classroom.2. The class teacher works closely with any support staff to plan and assess impact of support and intervention during its plan course.3. SENCO supports class teacher in further assessment of child's strengths/ weaknesses and advises on implementation of support.4. Intervention is mapped on a Pupil Provision Map5. Focus6. Teacher7. Frequency/ Time/ pupil ratio/ Duration8. Baseline level9. Intervention is taught over a set time period

	<p>10. Progress is measured by the setting of measurable targets</p> <p>11. Progress, outcomes and support given is recorded</p> <p>12. As and when recommendations from outside agencies are given, advice is included in the intervention provision, with evidence.</p>
REVIEW	<ol style="list-style-type: none"> 1. A date for reviewing of the School Support Plan is set (at least 3 per 12mth period) 2. Impact and quality of support and intervention is evaluated by Class teacher, working with SENDCo 3. Intervention and support is revised in light of the evaluation 4. New targets are set by the class teacher in collaboration with the SENDCo and adjustments to interventions are made 5. Parents are given clear information about the impact of the support so they are able to be involved in planning next steps. 6. The school Focus Plan is updated by the class teacher and a new cycle begins
<p style="text-align: center;">NEEDS UNABLE TO BE MET THROUGH OWN PROVISION ARRANGEMENTS</p> <p>Despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the pupil, the child has not made expected progress.</p> <p>For a pupil who continues to demonstrate significant cause for concern and has complex needs that may involve education and/or health and or social care, a request for an Education Health Care Plan assessment will be made to the Local Education Authority</p> <p style="text-align: center;">ENGAGING ADDITIONAL SUPPORT</p>	
After three cycles	<p>Consider appropriateness of SCHOOL SUPPORT PLAN.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meet with parents and pupil to decide whether the barriers to learning have been removed/ are addressed <input type="checkbox"/> Decide together whether the School Support Plan should be continued or the pupil is eligible for an Education Health Care Plan application.
Requesting an Education, Health and Care needs assessment	<ul style="list-style-type: none"> • Evidence of a rigorous approach to the monitoring and evaluation of SEN support provided through: <ul style="list-style-type: none"> ○ Early Action, Whole School Provision Map: School Support Evaluation ○ Evaluated Group Support plans ○ Individual costed provision map outlining additional or different provision made under SEN support ○ Recommendations from external support services included and carried out on School SEN Support Plans ○ 3 evaluated School SEN Support Plans ○ Additional resources invested specifically to meet the needs of the pupil ○ Evidence of regular discussions with parents

	<ul style="list-style-type: none"> • At least 3 Evaluated School Support plans which illustrate how external support recommendations have been implemented • Teacher assessment records • SENDCo assessment records
Local Authority consideration for EHC assessment	<p>On receipt of a request for an Education, Health Care and needs assessment, the Local Education Authority will determine if an assessment is necessary within a time frame of 6weeks.</p> <p>The local Education Authority will notify the parents of the pupil that they are considering whether an EHC is necessary The local authority will consult the parents about their views</p> <p>SENDCo Code of Practice 0 -25 years, Refer to p.145 Sect 9.14</p>
EHC assessment	<p>Co- ordinated by LEA to determine:</p> <ul style="list-style-type: none"> • Education health care needs • Education Health Care Plans • Personal Budgets.
REVIEW OF EHCP	<p>Local authority and schools collaborate with parents, pupil and all involved external agents to review an Education Health Care Plan annually.</p>

Statutory timescales for EHC needs assessment and EHC Plan development



Request for assessment/child or young person brought to local authority's (LA's) attention

Yes **LA decides whether to conduct EHC needs** **No**

LA notifies parent/young person of decision **within a maximum of 6 weeks from request for assessment**

LA notifies parents/young person of decision and right to appeal **within a maximum of 6 weeks from request for assessment**

LA gathers information for EHC assessment

LA decides whether an EHC plan is

Yes **No**

LA drafts plan and sends it to parents/young person

LA notifies parents/young person of decision and right to appeal **within a maximum of 16 weeks from request for assessment**

Parents/young person has **15 calendar days** to comment/express a preference for an educational institution and should also seek agreement of a personal budget

On-going LA information gathering - where an LA requests co-operation of a body in securing information and advice, the body must **comply within 6 weeks**

LA must consult governing body, principal or proprietor of the educational institution before naming them in the EHC plan. The institution should respond within **15 calendar days**

Following consultation with the parent/young person, the draft plan is amended where needed and issued. (LA notifies parent/young person of rights to appeal).

6. Criteria for exiting the SEN Register

Where specific planned provision has been successful and accelerated progress has been made so that a pupil is working within national expectations, then the pupil will be removed from the SEN register. The pupil's progress will continue to be monitored.

7. Supporting Schools and families

7.1 The Local Education Authority has published a SEND Information Report which supports families in East Cheshire.

This can be found at

www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx

7.2 School has also published information to support families on the school website. This information is known as the school's 'Local Offer' and can be accessed on the school website at www.sjsmacc.cheshire.sch.uk or is available at the school office.

Admission arrangements for children with SEND:

7.3 St John the Evangelist CE Aided Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the schools admission policy.

Our Admissions Policy can be found on our website www.sjsmacc.cheshire.sch.uk

Where children may require additional support in assessments or external tests the school will provide additional time or support as required. As allowed under the assessment regulations.

Transition and progression

7.4 From Class to Class and across Key Stages

Towards the end of each Summer term, each pupil looks towards moving on to the next year group. At St John the Evangelist, the process of this transition is as follows:

- Afternoon visit to new classroom to 'Meet the Teacher'
- Handover Day'; Present teachers and Future teachers, including teaching support assistants, meet to discuss each individual in their class. Communication between

school professionals adopts a 'whole pupil' approach and as much relevant information is shared as is appropriate. At this point, individual pupil's achievements, progress, needs, including SEND are discussed and additional resources, timetables and arrangements are shared and passed on. This includes current and reviewed School Focus Plans, Copies of Educational Health Care Plans, Copies of reports and recommendations from any Outside agencies involved with any pupil. Handover Day ensures the 'new teacher' is able to consider and effectively plan to meet the needs and requirements for all pupils in the coming academic year.

- In some instances, arrangements may be made for pupil's to have additional visits to the 'new teacher' in order to appropriately familiarise and reduce anxiety prior to the September Term.

7.6 Moving onto Secondary School

The previous school of any child with SEND transferring to St John the Evangelist is contacted by the Bursar for previous records. The class teacher and or SENDCO will also liaise with the previous setting if needed.

The process of SEND pupils transferring from St John the Evangelist to another school is made as smooth as possible by ensuring all relevant details and information are forwarded.

School SENDCO and the SENDCO at local High Schools meet with parents and pupils. Information is shared in collaboration with all those involved with the pupil. The High School is made fully aware of the needs of transferring pupils and visits are organised for parents and children. In some instances, for some pupils with SEN, an extended transition may be planned.

In some instances, advice from Outside agencies may be helpful towards planning smooth and successful transitions. Where this is necessary, SENDCO will make referrals to the relevant service.

8 Supporting pupils at school with medical conditions

The school provides support to children with variety of medical conditions including asthma, diabetes, epilepsy and severe allergies. It works closely with other medical professionals and parents to ensure that the school can safely and effectively meet the needs of the child.

9. Monitoring and Evaluation of SEND

9.1a The pupils on the school SEND register are regularly monitored. This happens through discussions between SENDCO, Teacher and Teaching support assistants and is informed by information collated on the School Focus Provision Evaluation map.

9.1b School Focus Provision Evaluation

- Each individual receiving intervention support beyond Quality First Teaching is annotated on each cohort's School Focus Provision Evaluation Document.
- These pupils are pupils who will feature on any GFP or SFP.
- The School Focus Provision is set at the beginning of each term and evaluated at the end of each term.
- The measure of impact of the intervention is monitored by comparing the value added to each pupil's baseline at the start of the term and the level achieved at the end of the term of intervention.
- Those pupils not making progress despite intervention over time will be targeted for further investigation of specific difficulties or needs.

9.2 In addition to the School Focus Provision Evaluation, Group Focus Plans and School Focus plans are evaluated by teachers. These evaluations are shared with SENCO who monitors the effectiveness of interventions against progress of pupils. Adjustments are made to further interventions in order to actively promote a process of continual review and improved provision for all pupils.

10. Training and Resources

10.1 Training and Continuous Curriculum Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCO attends relevant courses, All Hallows Learning Community Cluster group meetings and network meetings with LEA service providers and groups. Wherever relevant, the SENDCO will facilitate/signpost relevant SEND focused external training opportunities for all staff. The school also seeks to provide INSET to staff on regularly to ensure that they are kept up to date.

We recognise the need to train all our staff on SEND issues and funding is used to support this professional development. The Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

10.2 Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 funding from within a school's budget. It is for schools to determine their approach to using the funding for resources to support the progress of pupils with SEND. We formulate a strategic approach to meeting SEND in the context of the total resources available in school, including any resources targeted at particular groups, such as the pupil premium. (Section 6.97 Code of Practice for SEND 0 – 25 years, p.110)

Some pupils with SEND may require access to additional funding. This is the case if the cost of special educational provision required by a pupil exceeds the nationally prescribed threshold, (Element 1 and Element 2 funding). This additional funding is top up funding and is provided by Cheshire East Education Authority.

11. Roles and Responsibilities for pupils with SEND

Role of SEN Governor

- Helping to raise awareness of SEND issues at governing body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN (shared role with Finance committee)
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND through liaison with the SENDCO.

The Headteacher and Deputy Headteacher share the responsibility for the management of SEND staff

The Headteacher Caroline Waites is the Designated Teacher with responsibility for Safeguarding and also responsible for LAC and the PPG. She also has responsibility along with the school governors for meeting the medical needs of pupils.

11.1 The Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be the Special Needs Co-ordinator (SENDCo);
- responsibility for ensuring the Special Needs Co-ordinator has received approved training in Special Educational Needs Co-ordination;
- responsibility for ensuring the Special Needs Co-ordinator, if applicable, is allocated time to undertake the demanding role of SENCo (1.5 days a week)
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of special educational needs is of a high standard;
- responsibility for ensuring pupils with SEND have access to all activities;
- responsibility for ensuring pupils with SEND have access to all school facilities;
- due regard to comply with the SEND Code of Practice when undertaking its responsibilities
- responsibility for having in place an admissions policy;
- responsibility for admitting any child whose EHCP names the school;
- responsibility for publishing a SEND information report;
- responsibility for regularly reviewing funding for resources;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;

- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring required policies are made available to parents; make effective use of relevant research and information to improve this policy;
- nominated a link governor to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

11.2 The Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEND provision is effective;
- work closely with the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
- ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;
- inform parents when SEND provision has been made for their child;
- be responsible for supervising the EHCP and annual review process for pupils with SEND;
- ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
- monitor the quality of teaching for pupils with SEND;
- monitor the progress made by pupils with SEND;
- agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
- publish SEND information report on the school's website updating stakeholders of how the school's offer is administered;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by checking to see if:
 - pupils with SEND are making sufficient progress appropriate to their ability
 - school personnel have high expectations of pupils with SEND
 - appropriate provision is in place
 - differentiation is put into practice
 - the pupil tracking system is effective
- annually report to the Governing Body on the success and development of this policy

11.3 The Role of the Local Authority

The Local Authority has a statutory duty to develop and publish a Local Offer which gives, 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In

setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

Cheshire East Education Local Offer can be accessed at

http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx

11.4 The Role of the Special Needs Co-ordinator (SENDCo)

Please also refer to SEND Code of Practice: 0 to 25 years p.108

The SENDCO will:

- have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;
- ensure the detailed implementation of support for children with SEND;
- ensure the implementation of this policy;
- ensure all school personnel understand their responsibilities to children with SEND;
- oversee the day to day provision for pupils with SEND within the school including those with education, health and care (EHC) plans;
- identify the barriers to learning and what special educational needs provision a pupil requires;
- provide advice and suggestions for teaching strategies to teachers and support staff;
- be part of the process to inform parents of their child's special educational needs;
- arrange meetings for parents with the school nurse, external support teachers or the educational psychologist;
- organise in-house and external support for a pupil with SEND;
- monitor this support;
- keep parents up to date with the special educational needs provision for their child;
- ensure pupils with SEND have full access to the curriculum;
- ensure pupils with SEND are included in all school activities and events;
- ensure pupils with SEND take part in extra-curricular activities;
- arrange for key staff to be allocated to pupils with SEND so that pupils can talk about any difficulties or concerns that they may have;
- lead the development of SEND throughout the school;
- arrange in-service training for school personnel and governors;
- help select, train, organise and manage a team of teaching support assistants (LSAs);
- ensure differentiated teaching methods are being used;
- track the progress of children with SEND;
- maintain records of all children with SEND;
- use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;

- keep up to date with new developments and resources;
- make effective use of relevant research and information to improve this policy;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- provide information for the SEND Information Report;
- review and monitor;
- annually report to the Governing Body on the success and development of SEND
- Further information may be found in the school Local Offer on the school website at www.sjsmacc.cheshire.sch.uk

11.5 The Role of Class Teachers

Class teachers must:

- have high expectations of pupils with SEND;
- be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
- be well informed of the special needs and medical conditions of the pupils that they teach;
- implement any advice and teaching strategies given by the SENDCO;
- provide high quality teaching for all pupils;
- deliver the individual programme for each SEND pupil;
- include pupils with SEND in all class activities;
- ensure their planning includes high quality, differentiated strategies, tasks and targets;
- set challenging targets including for pupils with SEND;
- track and monitor the progress of all pupils;
 - inform the SENDCO of any identified barriers to learning and lack of progress of pupils;
- liaise with parents of pupils with SEND to update them of the progress of their children;
- suggest ways that parents can support their children at home;
- identify any additional training needs they require;

11.6 The Role of Teaching Assistants (TAs)

Teaching assistants will:

- work closely with the SENDCO and class teachers;
- provide support for individual or groups of pupils with SEND;
- provide in- class and out of class catch up literacy and numeracy support for pupils;
- assist in the planning and preparation of lessons;
- monitor pupils progress;
- provide feedback to teachers and the SENDCO;
- attend appropriate training;

- suggest training needs

11.7 Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils. This may involve participation in target setting for School Focused plans and Education and Health Care plans.
- to be aware of their child's targets and their progress towards them;
- to attend and take part in annual reviews

11.8 Role and Rights of Pupils

We encourage pupils with special educational needs or disabilities to understand their rights and to take part in (depending on age and maturity):

- assessing their needs;
- setting learning targets;
- take part in whole school Assessment for Learning strategies

12 Assessment

12.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

12.2 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

12.3 The SENDCO works closely with teachers to plan an appropriate programme of support.

12.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

12.5 The LEA seeks a range of advice before creating and EHC plan. The needs of the child are considered to be paramount in this.

13 Access to the Curriculum

13.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;

- experience levels of understanding and rates of progress that bring feelings of success and achievement.

13.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

13.3 School Focus Plans, feature significantly in the provision that we make in the school for children with a high level of need at SEN support. The plans are assessed using the Assess, Plan, Do, Review cycle.

13.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when in order to maximise learning, children to work in small groups or in a one-to-one situation outside the classroom with a teacher or teaching assistant.

14 Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

For further details please refer to the following website:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

15 Partnership with parents

15.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

10.2 Alift Harewood governor takes a special interest in special needs.

10.3 We have meetings when required to share the progress of special needs children with their parents. 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.

16 Teacher Action for Statemented- children-EHCP

Include all children with Statements in:

- School Focus provision Evaluation
- Group Focus plans relating to the School Focus Provision Evaluation
- Complete School Focus Plan (Front Cover, SFP1, SFP2)
- Meet with the pupil's parent to complete SFP3
- Update/ review the SFP forms termly

16.1 Teacher action for pupils who are on the School's Register for SEN

Pupil Type 1; A child who receives quite a lot of additional intervention support additional to and different from peers. A child who is making slow but steady progress.

- Complete Front cover and SFP 1, 2, and 3 (set the Outcomes desired for the Whole year)
- Review 3x a year with the parent

Pupil Type 2; A child who despite intervention support additional to and different from peers makes NO PROGRESS.

- Complete 2 cycles of SFP (Plan, do, review)
- Involve SENDCo who will investigate appropriateness of EHCP application.

16.2 School Focus Provision Evaluation

- Each individual receiving intervention support beyond Quality First Teaching must be annotated on each cohort's School Focus Provision Evaluation Document.
- These pupils are pupils who feature on any GFP or SFP.
- The School Focus Provision Evaluation (aka cohort Provision Map) should be set at the beginning of each term and evaluated at the end of each term.
- As the measure of impact of the intervention requires monitoring, each pupil's baseline and level achieved at the end of the term of intervention should be completed on the Evaluation. Those pupils not making progress despite intervention over time will be targeted for further investigation of specific difficulties or needs.
- Save the School Focus Provision Evaluation under shared SEN/ School Focus Provision Evaluation/Year group/

17. Storing and managing information

All information held is confidential and as such is maintained securely. Most information is transferred to the High school when a child transfers. Any records kept in school are archived according to school policy and LA guidance. Any that need to be disposed of are shredded

18 Reviews

12.0 The Governing body will review this policy annually and consider any amendments in the light of the annual review findings.