



**Sherborne St. John  
Church of England  
Primary School**

**Policy for  
Special Educational  
Needs and Disability**

**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they 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.

More details about the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/children-with-special-educational-needs>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hampshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## **Purpose**

The purpose of this policy is to inform all partners in the school about our approaches to those children who, during the course of their education at the school, have or develop a special educational need or disability which requires additional or differentiated intervention.

## **Aims**

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

## **Objectives:**

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs pupils

## **Responsibility for the coordination of SEN Provision**

Mrs Sophie Clarke, the SEND co-ordinator, is responsible for:

- The day-to-day operation of the SEND policy.
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies

## **Implementation**

### **Identification of pupils' needs**

Please see definition of Special Educational Needs and Disability at the start of our policy.

### **A Graduated Approach**

#### ***Quality First Teaching***

1. Any pupils who are falling significantly outside the ranges of expected academic achievement in line with predicted performance indicators will be monitored.
2. Once a pupil had been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the

teacher to better understand the provision and teaching style that needs to be applied.

4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through 2, 3 and 4 it can be determined which level of provision the child will need going forward.
6. If a pupil has recently been removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
8. The child is recorded by the school as being under 'monitoring' due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

### ***SEN Support***

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

The support provided to a child and their personal targets are outlined in an Individual Education Plan (IEP). The Assess, Plan, Do, Review process is used to keep this updated on a termly basis. The child's Individual Education Plan is shared with the child's parents once updated.

### ***Assess***

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. It may also include the use of diagnostic assessments. Advice from external support services may also be considered. This analysis will require regular review to ensure that support and intervention is matched to need,

that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

### ***Plan***

Planning will involve consultation between the teacher, SENDCo and any other key support staff to agree the adjustments, interventions and support that are required; the impact on progress or development that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***Do***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### ***Review***

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents.

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a statutory assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer.

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

- a. Following statutory assessment, an EHC Plan will be provided by Hampshire County Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the EHCP if it differs from their preferred choice.
- c. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be made, for example, reducing or increasing levels of support. The targets and provision on the child's Individual Education Plan (IEP) will be informed by the content of the EHCP.

### **Criteria for exiting the SEND Register**

Once a pupil has made sufficient progress to be working at a level which is age appropriate or the concerns in relation to their area of need no longer require significant support, they will be removed from the SEND register, however their progress will continue to be closely monitored. Parents will be informed of this decision.

### **Supporting Pupils and Families**

Please see the [Hampshire Local Offer](#) and our school SEND Information Report on the school's website for further details of how we support our SEND pupils and families.

### **Inclusion of pupils with SEND**

The SENDCo, will oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

### **Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through informal discussion with staff and children and progress meetings with parents.

Pupil progress will be monitored on at least a termly basis in line with the SEND Code of Practice.

For children on the SEND register, SEND provision and interventions are recorded on their Individual Education Plan (IEP). All class provisions are recorded on a class provision map, which are updated when the intervention is changed. These are updated by the Class teacher and SENDCo. These interventions are monitored and evaluated termly by the Class Teacher and SENDCo and information is fed back to staff, parents and governors. This helps to identify whether provision is effective.

### **Admissions Arrangements**

Please refer to the admission arrangements contained on our school website and on the Hampshire website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

### **Facilities for pupils with SEN**

The school complies with all relevant accessibility requirements.

### **Resources**

Resources are allocated to and amongst pupils with SEND dependent on the needs of the children and the resources available and "best value" is applied. All resources are dependent upon available finance and are cost limited.

### **Working in partnership with parents**

Sherborne St John CE Primary School believes that a close working relationship with parents is vital and regular meetings are encouraged. In cases where more frequent contact is necessary, this will be arranged based on the individual child's needs. Parents may also be signposted to other local authority services for specific advice, guidance and support.

If an assessment indicates or referral indicates that a child has additional learning needs, the parents will always be consulted regarding provision. Parents are always invited to attend meetings with external agencies regarding their child, and are kept up to date in regards to provision for their child.

### **External Agencies**

The school has a Service Level Agreement with Hampshire Educational Psychology Services and has access to their telephone helpline. The school has access to other agencies including speech therapy, occupational therapy and social services and the school medical service.

**Transfer**

The SENDCo and the class teacher liaise with class teachers and SENDCos of receiving schools.

For further information please contact Mrs Sophie Clarke via the School Office on 01256 850180.

This policy was written in Spring 2015- Approved by Curriculum Committee 24.3.15
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<b>Reviewed:</b> Spring 2019, 2021, Autumn 2022, Autumn 2023, Autumn 2024, Autumn 2025
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<b>Next Review:</b> Autumn 2026
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