



St. John's Church of England VA Primary School
Finding the light in ourselves and each other
Inspired by the Gospel according to John (chapter 8, verse 12)

An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)

Special Educational Needs & Disabilities Policy

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*A truly inclusive school that is built upon the values of
Hope - Joy - Love - Forgiveness - Faith - Goodness*



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1. Introduction

Our vision at St John's Church of England VA Primary School (St John's) is based on the Gospel according to John, chapter 8, verse 12. In this bible verse, Jesus said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life." For us as a school, we see this universally as a journey of making good choices. Furthermore, it is a celebration of that 'light of life' and so our vision strap line is: 'finding the light in ourselves and each other.' This is achieved by celebrating our differences and accepting that we are all special.

We want to nurture a school community where each child feels safe, respected, valued and known. A community in which each member supports one another on the journey of discovery and learning,

We believe that children fulfil their potential in a stimulating, supportive and inclusive environment. We will encourage all of our children, whatever their ability, to be the best that they can be. We will foster the development of an enquiring attitude towards learning and encourage children to be reflective, resilient and responsible. The endeavours of all children are valued, and achievements are celebrated and shared.

This policy is in line with Equality Information and Objectives Policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Inclusion Lead. The Governing Body, Headteacher and Inclusion lead will work together closely to ensure that this policy is working effectively.

Children with special educational needs and disabilities (SEND), access our curriculum through reasonable adjustments and differentiation as part of the first quality teaching offered in each classroom. The whole school approach to our curriculum is inclusive and through the 'head, heart and hands' vision, life skills and emotional intelligence are taught alongside it.

First quality teaching is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision.

St John's will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will endeavour to meet the needs of children ensuring that class and subject leaders and the Inclusion lead are at the heart of this approach. The school will, within the context of services available, seek the relevant support and advice from the Local Authority, in order to facilitate pupils' inclusion, where necessary.

The staff and governors of St John's will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between classes and different school establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved :- The Local Authority (LA), school, parents / carers, pupils and all other agencies.



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School Admissions

No pupil will be refused admission to school on the basis of his / her special educational needs. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admission for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure that all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND policy of St John's reflects the principles of the 0-25 SEND Code of Practice (2014). The objectives of this SEND policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with SEND to have their needs met,
- To take into account the views of pupils with SEND,
- To encourage good communication and genuine partnerships with parents / carers of children with SEND,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with SEND,
- In conjunction with our policy on supporting pupils with medical conditions, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- In conjunction with our Pupil and Staff Mental Health and Wellbeing Policies, make arrangements to support pupils and adults with mental health conditions and to have regard to statutory guidance supporting pupils at school with mental health conditions,
- To implement a graduated response to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior attainment, high aspirations and the views of the child and family,
- Share expertise and good practice across the school and locality,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of SEND,
- Have regard to guidance detailed by Hertfordshire County Council (HCC), Hertfordshire for Learning (HfL), Child and Mental Health Services (CAMHS), Delivering Specialist Provision Locally (DSPL) and any other relevant agencies.

Identifying and Supporting Special Educational Needs and Disabilities



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The term Special Educational Needs and Disability (SEND) has a legal definition which is set out in the Education Act 1996 and the Children and Families Act 2014. It applies to children who have

learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age. Provision for supporting these children would be additional to or different from that normally available in a differentiated curriculum.

Pupils 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 are taught. Similarly children of serving personnel, those who are looked after, those in receipt of a Pupil Premium Grant and those with attendance issues may also not have SEND although their situation may impact on progress and attainment.

St John's will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

The headteacher and governors have ultimate responsibility to ensure that appropriate online safety policy and practice is embedded and monitored. The named online safety lead in this school is Mr Worton-Geer (Headteacher).

All breaches of this policy must be reported to Mr Worton-Geer (Headteacher), who is also the DSL (Designated Safeguarding Lead).

Organisations that are renting space from the school and are a totally separate organisation should have and follow their own online safety policy and acceptable use agreements. However, if the organisation has any access to the school network, cloud-based services and/or equipment then they must adhere to the school's online safety procedures and acceptable use agreements.

If the organisation is operating in school time or when pupils are on site in the care of the school, then the safeguarding of pupils is paramount and the organisation must adhere to the school's online safety procedures and acceptable use agreements.



Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability will be considered within one or more of the following categories of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PML), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorders.

Communication and Interaction Needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what has been said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical Needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning. Children with an MSI



have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

A Graduated Response to SEND

Early concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents / carers or other agencies are addressed by appropriate differentiation within the classroom and a provision map is created to highlight strategies used. This can then be used in later discussions should concerns persist.

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide first quality teaching and learning opportunities differentiated for individual pupils.

Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of their peers,
- Match or better the pupil's previous rate of progress,
- Close the attainment gap between the pupil and their peers,
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and first quality teaching, the class teacher will work with the Inclusion Lead to assess if a pupil has a significant difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not improved by appropriate emotional or behaviour management strategies;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised Therapeutic Support Plan.
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- 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 an appropriate differentiated curriculum;



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- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and / or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

Once identified, pupils with SEND will be added to our SEND register. This register is held with the schools management system and is updated termly or as need arises or changes. All needs are identified within this register and it is a graduated approach using a cycle of assessing, planning, delivering and reviewing needs. It is a document outlining whole school needs and as such is held by the Inclusion Lead. After prior discussions and consultation with parents, parents will be notified by letter when their child is placed on the SEND register.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support learning by removing barriers and putting effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and action are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response – Assess, Plan, Do, Review.

For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils and support will be captured on class provision maps as part of the termly Pupil Progress Meetings. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed additional meeting dates will be set, where appropriate.

Assess

- In identifying a pupil as needing SEN support the class teacher, working with the Inclusion Lead, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parents' views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a document called an Individual Learning plan. The child will be listed as having 'SEN Support'.
- School and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care, where applicable, to create and update the provision maps.
- This assessment will be reviewed termly to ensure support and intervention are appropriately matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put into place and their impact is developed and captured.



Plan

- Parents / carers with their child will meet with the class teacher and Inclusion Lead, where appropriate, to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the learning plan, with a date to review the plan (usually on a termly basis)
- The Individual Learning Plan will clearly identify the areas of need, the desired outcomes, the support and resources provided and when the plan will be reviewed – usually termly. A class provision map will include any teaching strategies or approaches that are required with the logistics of when they will be delivered.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The Learning Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the Learning Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents / carers will then be contacted by the class teacher to review the Learning Plan and discuss new targets, where appropriate.

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants involved to plan and assess the impact of support and interventions and how they can be linked with classroom teaching.
- The Inclusion lead will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review

- There will be a review of the Learning Plan on the date previously agreed. The whole class provision map will also be reviewed at least termly by the class teacher. These reviews will evaluate the impact and quality of support and interventions, and will include the views of the pupil (where appropriate) and parents / carers.
- Parents / carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a child has complex needs involving more than one agency, it will depend on the pupil's needs and the frequency of the review as to whether external agencies attend any educational review.
- This review will feed back into the analysis of the pupil's needs then the class teacher, working with the Inclusion lead will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents and the pupil.
- Where there is a sustained period of insufficient or no progress the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before a specialist or external agency is involved – this will not be taken forward if the parent/carer refuses to give permission.



Exit Criteria

When a pupil has made sufficient progress in their area of need, meaning that they no longer require any provision in addition to what is normally available as part of first quality and differentiated teaching, they will no longer be seen as requiring school support. At this point, through discussion and agreement with parents / carers the pupil will be removed from the SEN register. Parents will receive a letter confirming this decision.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs and / or disabilities of the pupil, the child has not made expected progress over an extended period of time, the school or parents / carers should consider requesting an Education, Health and Care Needs assessment. Evidence gathered at regular reviews of the Learning Plans and provision maps, and close discussion with any outside agencies that are supporting and parents, will determine whether this statutory assessment of needs is required.

Where a pupil has an Education, Health and Care Plan (EHCP) the school must review the plan every twelve months as a minimum (for children aged below 5 years at the time that the plan is issued, this must take place within six months). The EHCP can be in place to support the child into adulthood (25years), if appropriate.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the school's assessment and monitoring programme. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupils' needs.

Supporting Pupils and Families

We value and appreciate the positive role and contribution that parents / carers make. We make every effort to work in full co-operation with parents / carers, recognising and respecting their roles and responsibilities. Parents / carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents / carers with the relevant information so that they can reinforce learning in the home.

At St John's, we endeavour to support parents / carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child,
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education,
- Understand procedures and documentation,
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- Make their views known about how their child is educated,
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.



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Parents / carers of a child with SEN support will have the opportunity to meet with the Inclusion Lead at their request or the request of the class teacher. The Inclusion Lead is happy to meet with parents / carers wherever possible.

Parents / carers are encouraged to seek help and advice from Hertfordshire Parent Partnership whose details are: <https://www.hertssendiass.org.uk/home.aspx>

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways which are appropriate to age and ability.

These views are welcome at any time but are specifically sought as part of an annual review, during reviews of provision maps and at the end of a targeted intervention. We also ask pupils to contribute to the setting of their own personal targets.

As a part of the EHCNA process, a pupil's views will be recorded using the local authority's 'This is me' format. This can be updated yearly for the EHCP annual review.

Partnership with External Agencies

The school is supported by a wide range of agencies such as the Educational Psychology Service, Occupational Therapy Service, Physiotherapy Service, Speech and Language Service, Specialist Advisory Teacher Service, Family Support Workers, Counselling Service and other Outreach services.

Transition

A change of school, staff and class can be an exciting yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of first quality provision and reassurance to pupils and families.

Allocation of resources

- Resources are allocated to support children with identified needs.
- Each year we map our provision to show how we allocate human resources to each class; this is reviewed regularly and can change during the academic year, responding to the changing needs and level of funding within our school.
- This may take the form of differentiated work in class, support from a teaching assistant (TA) in focused intervention groups or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.
- Continuing Professional Development (CPD) for Special Educational Needs
- The Inclusion lead and the TAs attend regular meetings in school and within the locality to update their knowledge, where appropriate.
- External trainers are brought in periodically to address more specialist training needs such as training staff in the use of specific interventions and to develop further understanding of needs.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.



Funding

The school has an amount identified within its overall budget called the notional SEN budget. This is used to employ teaching assistants to meet the needs of children with SEN, provide specialised training for staff and purchase resources including specialist equipment to support the progress of children with SEN.

If a child requires provision which exceeds the nationally prescribed threshold, top-up funding can be applied for through the local authority; this is called Local High Needs Funding (parents' permission is always sought before applying for LHNF).

Personal Budgets

Personal budgets are only available to pupils with EHCPs and those who receive payments from Social Services for respite. Parents are encouraged to be involved with the allocation of this funding.

Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. In addition to the Governing Body, Headteacher and Inclusion Lead, all members of staff have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- Use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's special educational needs,
- Ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND,
- Designate a teacher to be responsible for co-ordinating SEND provision,
- Inform parents / carers when they are making special educational provision for a child,
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.



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Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on special educational needs issues. The Headteacher will work closely with the Inclusion lead and the SEN Governor.

Inclusion Lead

In collaboration with the Headteacher and Governing Body, the Inclusion lead determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The Inclusion lead takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents / carers and external agencies. The Inclusion lead provides relevant professional guidance to colleagues with the aim of securing high quality teaching for children with SEND.

Through analysis and assessment of children's needs and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the Inclusion lead develops effective ways of overcoming barriers to learning and sustaining effective teaching. The Inclusion lead liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the Inclusion Lead include:

- Overseeing the day-to-day operation of the SEND policy and Mental Health and Wellbeing Policy,
- Co-ordinating provision for SEND pupils and reporting on progress,
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review,
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- Monitoring relevant SEND CPD for all staff,
- Overseeing the records of all children with SEND and ensuring that they are up-to-date,
- Liaising with parents / carers of children with SEND, where appropriate,
- Being a point of contact with external agencies,
- Overseeing transition of SEND to the next setting or class,
- Monitoring the impact of interventions provided for pupils with SEND alongside class teachers,
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan,
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- All Teaching and Non-Teaching Staff are aware of changes in legislation and policy,
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- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND,
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils,
- Class teachers are responsible for setting suitable learning challenges and facilitating effective SEND provision in response to pupils' diverse needs in order to remove potential



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barriers to learning. The process should include working with the Inclusion co-ordinator to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessments and experience of the child as well as previous progress and attainment,

- TAs will liaise with the class teacher and Inclusion Lead on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children also have SEND their provision should be planned and delivered in a co-ordinated way. For those children with an EHCP this will be used as it brings together health and social care needs as well as their SEND provision.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please see the school 'Supporting children with medical conditions' policy for further details.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is predominantly accessible for wheelchair users as much of the school is on a ground floor level and has disabled toilet facilities. St John's works hard to develop their accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance with the DfE guidance contained in 'Statutory Policies for Schools' (February 2014).

Responding to Complaints

Parental complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the school's Complaint Procedure.

Further information can be found on the website with regard to the School's Local Offer and SEN information for parents.



Special Educational Needs & Disabilities Policy

Document Control

14 July 2025	Approved	Full Governing Board
19th February 2025	Created	Arnold Worton-Geer