

St. John's Church of England VA Primary School



SEND Policy

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Shining Brightly Together As One Family

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1. St. John's Christian Vision and Values

We have high aspirations and expectations for all our pupils, aiming to provide a safe and secure environment in which everyone can flourish and grow as God's children. Working together with parents and carers, we are building strong relationships, enabling us to 'Shine Bright Together as One Family.'

This reflects our Christian vision and associated values, where every member of our school community – pupils, parents, staff and governors – has a role to play in ensuring every person thrives. Our vision is based on the words of Jesus written in Matthew chapter 5 verse 16:

“In the same way, let your light shine before others,
that they may see your good deeds and glorify your Father who is in heaven.”

The desire at St. John's is for every person to shine their own light brightly, whether it be through academic ability, sport, music, art or personal interest outside of school. Everyone is important and special: a unique masterpiece in the eyes of God.

We also feel it is important that we are never truly alone. At St. John's, we stand together with each other, supporting and helping, celebrating and comforting. We are one school, church and community family, doing life together.

The four core Christian values which are particularly important in the life of our school:

- Forgiveness
- Friendship
- Respect
- Perseverance

2. Statement of Intent

St. John's C of E Primary School is an inclusive school, catering for a wide range of SEND, including pupils with:

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Sensory or Physical needs

Our school welcomes all pupils and values them as individuals, treating them equally and with respect, celebrating diversity of experience, interest and achievement. We have high hopes and expectations of all our pupils and aim to provide a safe and secure environment in which everyone can learn together and develop as individuals. By working alongside parents and the community we can develop a partnership to benefit all of our children. All children have the right to have their own particular needs recognised and addressed in order to achieve success, enabling every child to shine their light as part of our school family. At St. John's, all teachers are teachers of children with SEND, and it is therefore a whole school responsibility to ensure that these children's needs are addressed.

We place great value on the role of the parent/carer. At St. John's we aim to reassure parents/carers and clarify issues and information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs at St. John's will be treated as partners and supported to play an active and valued role in their child's education. We will always keep parents/carers informed about their child's special needs and invite them to all review meetings. At St. John's, staff work together as a team, and in partnership with pupils, their parents and outside agencies to ensure that the following aims are met:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is adapted to meet individual needs and abilities.
- To identify children with SEND as early as possible and plan a programme of support and intervention to address their needs.
- To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations and provision maps and support plans.
- To provide good quality and regular training for staff in relevant areas of SEND.
- To evaluate the impact of staff training and provision/intervention programs.
- To develop good relationships with parents/carers to ensure pupils with SEND are supported well both at home and at school.
- To ensure that all staff working with SEND children are clear about their roles.
- To ensure that the SEND budget is used appropriately to fund high quality resources (including staff) for children with Special Educational Needs.
- To work effectively with a range of other external agencies.
- To make good links with other mainstream primary schools, secondary schools, and special schools.

3. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Education Act 2002
- Equality Act 2010
- Health Act 2006
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2017) 'Supporting pupils at school with medical conditions'

This policy operates in conjunction with the following school policies:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Equality Policy
- Keeping Children Safe in Education Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy

4. Definitions

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 2014*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEND includes:

- High quality teaching that is adapted, scaffolded and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

Definitions and abbreviations:

SEND Register - a dynamic list that children can be added to or removed from at any time, depending on how appropriate it is to their needs. The SEN Register must be managed following guidance from the SEND Code of Practice but it is not a guarantee of specific provision for your child.

CIC – Child in Care

EAL – English as and Additional Language

EHCP – Education, Health and Care Plan

EYFS – Early Years Foundation Stage

HLTA – Higher Level Teaching Assistant

KS1 – Key Stage 1: Year 1 and 2

KS2 – Key Stage 2: Year 3-6

LA – Local Authority (Durham County Council)

SENDCO – Special Educational Needs Coordinator

SLT – Senior Leadership Team

SMART – Specific, Measurable, Achievable, realistic and Time scaled.

SP – Support Plan

TA – Teaching Assistant

TUF – Top-up Funding

5. Roles and Responsibilities

Provision for pupils with special educational needs at St. John's is a matter for the school as a whole. Every teacher and staff member is responsible for the education and well-being of each child in their class.

The Governing Body has overall responsibility for:

- Appointing a governor with specific responsibility for SEND.
- Ensuring that there is a qualified teacher designated as SENDCO.
- Cooperate with the Local Authority including developing the Local Offer and when the school is being named in an EHC Plan.
- Ensure that arrangements are in place in schools to support pupils at school with SEND and medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Ensure that all governors are aware of the school's SEND provision including the deployment of funding, equipment and personnel.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head Teacher is responsible for:

- Taking overall responsibility for implementing the DFE's 'SEND Code of Practice: 0 to 25 years' and the day-to-day implementation of this policy.
- Ensure that the SENDCO has adequate time to carry out duties and is able to influence strategic decisions about SEND.
- Ensure the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and support staff).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on support plans, have an Education Health Care Plan (EHCP) and any newly identified pupils with SEND.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy and how resources are deployed to meet provision.

The Head Teacher is supported by the SLT, Mental Health Lead/SENDCO when:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

- Collaborating with the governing body, SLT and the mental health lead, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with Special Educational Needs and Disabilities (SEND), in line with this Policy.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Oversee day-to-day operation of school's SEND policy.
- Coordinating provision for children with SEND.
- Advising on a graduated approach to providing SEND support.
- Overseeing SEND support plans and ensuring teachers and support staff work closely with parents/carers to follow a graduated approach to SEND Support.
- Advise on use of delegated budget/other resources.
- Liaise with parents of children with SEND.
- Maintain links with other education settings and outside agencies.
- Liaise with previous or next providers of education.
- Work with Head Teacher and Governors on Equality Act.
- Ensure that SEND records are up to date.
- Contribute to the in-service training of staff.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Coordinating services in school with external agencies.

Teaching staff are responsible for:

- Providing 'Quality First Teaching' and a graduated approach of assess, plan, do, review by planning and reviewing support for pupils with special educational needs in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Focusing on SMART outcomes for the child; being clear about the outcome wanted from any SEND support.
- Having high aspirations for every pupil; setting clear progress outcomes for pupils and be clear about how the full range of resources are going to help reach them.
- Working in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.
- Ensuring every pupil with SEND is able to study the national curriculum, adapted where appropriate, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential.
- Being responsible and accountable for the progress and development of the pupils in their class.

Teaching Assistants (HLTAs / TAs) are responsible for:

- Class Teachers at St. John's work with Support Staff to plan effective provision for pupils with SEND. The liaison between Support Staff and Class Teachers is essential to ensure planned activities are linked to outcomes set out in support plans.
- Being part of the whole school approach to SEND, working in partnership with the class teacher and the SENDCO to deliver pupil progress and to narrow gaps in performance.

- Giving support focused on the achievement of specific outcomes agreed with parents in the context of high-quality teaching overall.
- Being part of a package of support for the individual child.

Pupils are responsible for:

- Always trying their best in all areas of school life.

Parents are responsible for:

- Being part of an active partnership with school staff.
- Supporting their child's learning.
- Informing the school of any changes in circumstances which may affect their child's learning.
- Attending review / progress meetings.

6. Identifying SEND

St. John's has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

Class Teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress. Through their discussions, observations, and data analysis the class teachers, SENDCO and support staff at St. John's will identify any children who may have Special Educational Needs. Children with SEND may also be identified by outside agencies and organisations.

Parents and carers may inform the SENDCO or teaching staff of any concerns and possible SEND. We welcome the opinions of parents and will listen to any concerns they may have about their child's development.

When a child is identified as having SEND they will be placed on the Special Educational Needs register.

This may be because they have additional needs with regards:

- **Cognition and Learning** which covers a wide range of learning needs such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) which affects one or more specific aspects of learning.
- **Social, Emotional and Mental Health** which substantially and regularly interferes with the child's own well-being and learning or that of others. This may include becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.
- **Sensory or Physical needs** which requires additional movement and sensory input, specialist equipment or interventions, regular advice or visits by a specialist service.
- **Communication and Interaction** difficulties that impede the development of communication or social relationships and cause substantial barriers to learning.

Progress will be characterised using the following stipulations:

- Progress is significantly slower than age related expectations.

- Progress does not match or better the individual pupil's previous rate of progress.
- Progress fails to close the attainment gap within the class.
- The attainment gap is widened by the plateauing of progress.
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7. Graduated Support

Once a pupil with SEND has been identified, the school (from Nursery to Year 6) will employ a graduated approach of 'Plan, Do, Review' to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENDCO.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

The class teacher, supported by the SENDCO, will meet with pupils, and their parents three times an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

Initial Concerns – QFT Short Note

If observations and assessments show that a child has not reached set targets and has made little or slow progress, that child may have a barrier to learning. Once a concern is raised, we use a range of strategies that make full use of all available resources. This will be recorded on a Quality First Teaching (QFT) 'Short Note'.

In liaison with the SENDCO, the child's teacher will offer specific activities and/or interventions (small group or one to one) and specific learning outcomes will be set and reviewed after a set period (usually one term).

The class teacher will keep parents informed and draw upon them for additional information. If the child achieves the outcomes and makes improvement the short plan may be discontinued but if it is felt that the child would benefit from further support, the Class Teacher and SENDCO will then create a Support Plan and add the pupil to the SEND Register.

If it is felt that a Support Plan is not required but we would like to continue to monitor the pupil's progress, a Pupil Profile will be created and shared with parents and carers. This will show the progress they are making and the strategies that have been implemented. At this stage, the pupil will not be on the SEND Register.

Special Education Needs Support Plan (SEN Support Plan)

If a child requires a Support Plan, they will be added to the SEND Register (see section 4). The Support Plan document will clearly outline the learning difficulty, provide specific SMART outcomes and detail the learning support strategies and interventions that are 'different from' or 'additional to' those provided as part of the usual class working practices which are supporting the pupil's learning. These plans are reviewed every term and parents / carers will be invited to contribute to this. The child's views are sought throughout the process where appropriate.

Referrals

If further support is required, the SENDCO, in partnership with parents and teachers, may refer to outside agencies such as Educational Psychology, Occupational Therapy, Speech and Language or other specialist support teams from the LA's SEND and Inclusion Team.

Top-up Funding

It may be that a request for top-up funding from the LA can support the school in meeting the child's needs. In this case the school (SENDCO) will provide all the relevant evidence from the agencies involved, alongside SEND support plans for consideration and approval by the LA.

Education, Health and Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a child, the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care assessment. To inform this decision the Local Authority will expect to see evidence of action taken by the school.

8. EHCP

An Education Health Care Plan (EHCP) is drawn up by the LA following an assessment of need from various sources such as parents / carers, school and external agencies. This is a legal document which should be reviewed annually. All children with EHCP will have short-term outcomes set for them in a support plan that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or until all outcomes are met or it is no longer required.

- The school will fully cooperate with the LA when an assessment about the pupil's needs is being conducted.
- The school will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- The school will meet its duty in adhering to the requirements of the DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- All reasonable provisions will be taken by the school to provide a high standard of education.
- The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes on their support plan and revise these at least three times a year.
- If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
- The school will ensure that any EHC plan information is kept confidential.
- The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.
- The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

- Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan.

EHCP Reviews

It is a statutory requirement for children with an EHCP to have an Annual Review. At St. John's School we hold annual reviews for children's EHCPs and termly reviews for those with a SEND Support Plan. Parents/carers and other agencies, where appropriate, are invited to these. Some Support Plan reviews may be part of the whole school Parent/Teacher meetings.

9. CHILDREN WITH SPECIFIC CIRCUMSTANCES

Child in Care

Children at the school who are being accommodated, or who have been taken into care, by the Local Authority (LA) are defined as being a 'Child in Care'.

- The school recognises that children who are a 'Child in Care' may have SEND, and may have an EHC plan.
- The school has a designated member of staff for coordinating the support for Children in Care.

English as an Additional Language - EAL

The school gives particular care to the identification and assessment of the SEND of pupils whose first or home language is not English and will consider the pupil within the context of their home, culture and community.

- Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.
- The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have learning difficulties or additional needs.
- The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the difficulties they have in the classroom are due to limitations in their command of English, or arise from SEND.

10. Mental Health and Wellbeing

At St. John's we promote good mental health and wellbeing for all staff, pupils and parents enabling us all to shine our light together as one family.

- The curriculum for PSHE focuses on promoting pupils' resilience, confidence and ability to learn.
- Positive classroom management and working in small groups (where appropriate) will be implemented to promote positive behaviour, social development and high self-esteem.
- Time to talk with a trained, trusted adult can be available when needed.
- Where appropriate, the school will support parents in the management and development of their child, alongside signposting families to external support.
- When in-school intervention is not appropriate, referrals to external agencies will be used instead. The school will continue to support the pupil as best it can.

- School work closely with the local NHS Mental Health Support Team (Piece of Mind) and the Emotional Wellbeing and Effective Learning Team (EWEL) from the LA SEND and Inclusion team.
- The school will also consider whether disruptive behaviour is an indicator of SEMH needs.
- The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.
- For pupils with more complex needs, additional in-school support will include:
 - Supporting the pupil's teacher, to help them manage the pupil's behaviour.
 - Additional educational one-to-one support for the pupil.
 - One-to-one therapeutic work with the pupil, delivered by mental health specialists.
 - Family support and/or therapy, upon the recommendation of mental health professionals.
- School aim to support parents and promote their good mental health and wellbeing. We can offer advice, signposting, referrals and a place to talk. We aim to do whatever is needed to provide the support to families to enable us all to shine bright together.

11. Data and Record Keeping

At St. John's, records are kept on all children with SEND. Files are kept securely by the SEND team and they maintain the SEND Register as a working document.

The school will:

- Include details of SEND, outcomes, actions, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a support plan.
- The SEND information report will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

12. Confidentiality

The school will not disclose any data or EHCP details without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of school and LA.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Head Teacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

13. Medical Register

Please see the **Supporting Pupils with Medical Conditions Policy**.

The SENDCO will become involved should a child's medical needs present a barrier to their learning.

14. Conclusion

St John's is a fully inclusive school where every child is valued as an individual. Our staff take time and care to get to know each pupil, understanding what makes them happy and how best to support their learning. We aim to inspire a love of learning by recognising both strengths and areas where extra support may be needed. Alongside identifying any difficulties, we also celebrate children's talents and interests both inside and outside of school. We are proud of the progress made by children with SEND and remain committed to using the latest research, strategies, and resources to ensure the best outcomes for all pupils.

15. Monitoring and Review

This policy will be reviewed by the Headteacher, SLT and SENCO every two years or when necessary; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted and SIAMS inspections and reviews by the lead inspector, upon request.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

When reviewing the success of this policy we will take into account:

- Progress of SEND children.
- Standards reached by pupils with SEND.
- The percentage of parents attending review meetings for Support Plans and EHCP Annual Reviews.
- The number of complaints received regarding SEND provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEND support staff work together as a team.
- The extent to which pupils are following an appropriate curriculum for their age and aptitude.
- The use of varied resources which enable pupils with SEND to make progress towards their targets.
- The ethos of the classroom and the extent to which pupils with SEND are well-cared for and supported.