



Sir John Cass's Foundation Primary School

Special Educational Needs and Disabilities Policy

Date adopted	16/12/2016	Notes
Last Reviewed	January, 2019	
Review Cycle	Yearly	
Review by	SENDCo	

Faith, hope and love abide, these three: and the greatest of these is love.

1 Corinthians 13:13

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- a. Equality Act 2010: advice for schools DfE - February 2013
- b. SEND Code of Practice 0-25 (January 2015)
- c. Schools SEN Information Report Regulations (2014)
- d. Statutory Guidance on Supporting Pupils at School with Medical Conditions - April 2014
- e. The National Curriculum in England Key Stage 1 and 2 framework document - September 2013
- f. Safeguarding and Child Protection policy
- g. Accessibility Plan
- h. Teachers Standards (2012)

This policy was created by the school's Special Educational Needs Co-ordinator (SENDCo) in partnership with the SEN Governor, the Senior Leadership Team (SLT), other staff and parents of pupils with SEND.

Getting in touch

We always recommend that you contact your child's classteacher in the first instance if you have any concerns.

School SENDCo for 2018/19 is the Headteacher Miss Alexandra Allan. Miss Khan is the Deputy SENDCo for the 2018/19 academic year. Arrange a meeting via office@sirjohncassprimary.org or catch us at the start or end of the day if you can.

Vision of Sir John Cass's Foundation Primary School

Every member of our school community will develop a questioning approach to faith, grounded in the principles of Christian hope, which prompts everyone to seize every opportunity for growth, to look beyond themselves and lovingly serve their community and the wider world.

Our mission

At Sir John Cass's Foundation Primary School we aim to provide an exceptional education for every child, in a safe, stimulating environment where everyone is valued and respected. We believe education is a partnership between home and school. We encourage the spiritual development of the children and the knowledge of God and the world.

Section 1: Philosophy and Aims

At Sir John Cass's Foundation Primary School we are committed to meeting the needs of all our pupils. In response to special educational needs and disability we believe that:

- All children have the right to learn together within the mainstream setting.
Faith, hope and love abide, these three: and the greatest of these is love.

- Children with a SEN or disability should be offered access to a broad and balanced and relevant education including the National Curriculum.
- Parents of children with a disability or SEN have a vital role to play in supporting their child's education.
- The views of disabled children and those with SEN should be sought and taken into account.
- Every teacher is a teacher of every child, including those with SEN.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEN Code of Practice 0-25, 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.
- To provide support, training and advice for all staff working with children with special educational needs or disabilities.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

SECTION 2: Admission Policy

For information about our admissions policy please see our website for more information:

<http://www.sirjohncassprimary.org/admissions.html>

SECTION 3: Identifying Special Educational Needs

The SEN Code of Practice 0-25 (2015) describes 4 broad categories of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.

At Sir John Cass's Foundation Primary School, however, we identify the needs of pupils by considering the needs of the whole child and not just the special educational needs of the child. In assessing whether or not a child has a special educational need, the school will, in the first instance, focus on the child's learning characteristics, the learning environment the school is providing for the child, the task and teaching style. This will entail looking carefully at classroom organisation, teaching materials, teaching style and differentiation in order to decide how these

Faith, hope and love abide, these three: and the greatest of these is love.

can be developed so that the child is able to learn effectively. The following circumstances are not SEN but they may impact on a child's progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or a previously Looked After Child (LAC)
- Being the child of a Serviceman/woman

At Sir John Cass's Foundation Primary School, the early identification and assessment of children who may have special educational needs is extremely important so that effective provision can be put in place as promptly as possible.

To identify a special educational need or disability we make use of diagnostic assessments, information from specialist teachers and other educational professionals, test scores, information from the Education or Clinical Psychologist, report from medical professionals and attainment data from internal or external assessments.

SECTION 4: A Graduated Approach to SEN Support

General Provision

In line with guidance given in the National Inclusion Statement on providing effective learning opportunities for all pupils, the school provides an inclusive curriculum based on three principles:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The curriculum provided will therefore be:

- a. Broad: it will introduce pupils to a wide range of knowledge, understanding and skills.
- b. Balanced: each part will be allocated sufficient time to make its special contribution, but not so much that it squeezes out other essential parts.
- c. Relevant: all subjects are taught so as to bring out their relevance to pupils' own experience and to future learning and wherever possible emphasis is given to learning through practical activities.
- d. Differentiated: what is taught and how it is taught will be matched to the pupils' abilities, aptitudes and needs.

In providing this inclusive curriculum the school will:

- Consider children's different learning styles and trying to ensure a balance of visual, auditory and kinaesthetic stimuli for learning.

Faith, hope and love abide, these three: and the greatest of these is love.

- Consider and promote the impact of the physical environment on learning.
- Promote a high level of pupil participation and pupil feedback throughout the school.

A differentiated curriculum, reflecting variability within the school population, will address the majority of special educational needs and ensure access.

Pupils are identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. It is only when interventions are required which are additional to or different from the differentiated curriculum provision made for all pupils, that further help at SEN Support is required.

To help identify children who may have special educational needs, the school will assess children's attainment and achievements by referring to:

- a. Their attainment and achievements monitored by the teacher as part of ongoing observation and assessment. (Assess – Plan – Do – Review)
- b. Their attainment and achievements against the objectives specified in the National Curriculum at the end of a Key Stage.
- c. The results of standardised and National Curriculum tests.
- d. The tracking of each child's progress and well-being is also considered at termly target setting meetings or at interim meetings.
- e. Additional assessments undertaken by class teacher and/ or the SENDCo.

SEN Support

Children requiring this help will be placed on the SEN register and a provision map created to track individual progress of specialised provision. Individual Education Plans (IEP) will be put in place for children with complex or multiple learning needs. These will include appropriate targets, outlining the provision to achieve them.

At this stage the class teacher and SENDCo, will provide interventions that are additional to, or different from, those provided as part of the class's usual differentiated curriculum.

After discussion with the SENDCo, the class teacher will remain responsible for planning, delivering and monitoring the outcomes for the child on a daily basis. The provision will be provided by the class teacher or teaching assistant, under the guidance of the teacher and tracked and monitored on the provision map by the SENDCo.

Managing Pupils' needs on the SEND register

All Provisions and IEPs are reviewed termly by the class teacher with the child. Copies of Provision maps and IEPs are kept in the class teacher's file, the TA's file and in the central SEN filing system. The children have their IEPs shared with them so they can help monitor their own targets. School may request support from outside specialists and agencies to:

Faith, hope and love abide, these three: and the greatest of these is love.

- Further assess the child
- Plan future interventions for the child in discussion with colleagues
- Help monitor and review the action taken

Following reports received from outside specialists or agencies, class teachers should ensure that they read and put into practice recommendations following any advice received. Class teachers are responsible for maintaining in their files including the information and reports given to them about children on the SEN register. The teachers are responsible for ensuring the teaching team supports SEN children in their class and contributes towards their IEP. The Head teacher is responsible for ensuring that SEN children are able to access exams and other assessments. The Head teacher will do this 'in accordance with the ARA (Assessment & Reporting Arrangements) guidance.'

Criteria for exiting the SEN Register

For some children on the SEN register, the provision provided will enable the gap in attainment between them and their peers to be eliminated and this additional provision will no longer be required. In these cases, this will be discussed with the child and the parents and the child will be removed from the SEN register and an IEP will no longer be provided. This would happen at a termly review meeting with class teacher, parent, and child where appropriate. The progress of these children will continue to be monitored through the systems already stated. If the progress of a child causes concern in the future, parents will be consulted and the child will be reinstated on the SEN register and appropriate support set up.

Request for an Education, Health and Care Plan (EHC Plan)

If the child is moved to this stage the following procedures will be followed:

- a. The consent of the parents will be gained through discussion.
- b. Referral to an Educational Psychologist who will normally meet with the parents and SENDCo.
- c. Request additional advice from other outside agencies who may have become involved.
- d. The school sends in an official request form together with the school's advice. This is coordinated by the SENDCo and involves input from the class teacher, copies of previous IEPs, standardised test results and any other advice from relevant supporting outside agencies.
- e. The SENDCO shares this advice with the parents.
- f. Following the issue of an EHC Plan, the SENDCo will coordinate the procedures detailed in the Code of Practice 0-25 (2015) and in line with LA guidelines.

Children who are issued with an EHC Plan have an annual review in line with the requirements in the Special Needs Code of Practice 2015. This is coordinated by the SENDCo.

Class teachers are responsible for maintaining in their files, the information and reports given to them by the SENDCo about children with an EHC Plan.

Faith, hope and love abide, these three: and the greatest of these is love.

The class teacher is responsible for evidencing progress according to the outcomes described in the statement/EHC Plan.

SECTION 5: Supporting Pupils and families

The school has access to the following professional who are either part of our team or work eternally yet closely with us:

- Family Involvement Worker
- School counsellor
- Play therapist
- Clinical psychologist
- Early Help Team
- Educational Psychologist - the Headteacher and SENDCo decide upon priorities for this involvement as it is limited.
- Speech and Language Therapist - the Headteacher and SENDCo decide upon priorities for this involvement as it is limited.
- Community Paediatric Services
- Education Welfare Officer liaises with the Headteacher once a term.
- School calls on other agencies as and when appropriate e.g. Physiotherapist, Occupational Therapist, Visually Impaired Service, Hearing Impaired Service and CAMHS. Parents' consent and help is obtained for these referrals.

Working in Partnership with Parents/Carers

The school recognises that parents/carers have a vital role to play in enabling children with SEND to achieve their full potential. It recognises that the work of professionals is usually most effective when parents/carers are involved and account is taken of their wishes, feelings and perspectives. It therefore sees parents/carers as co-educators and is keen to promote the development of close partnerships between the parents, the school, the LA and other agencies.

Parents and carers are informed when their child is identified as not having made expected progress or is having a behavioural difficulty. This meeting is important as it facilitates the sharing of information about the child. The school, in turn, will give information about arrangements within the school to support their child's needs. This may include placing the child on the special needs register, drawing up an individual education/behaviour plan and/or setting up a Home School book (This is additional to a home school diary which all children have.) There are numerous opportunities for all parents/carers to be involved with their child's learning and these are all detailed in the school's newsletters and on the website.

<http://www.sirjohncassprimary.org/>

For children with special educational needs or disabilities, as with all children, the school operates an open door policy where parents have the opportunity to arrange an appointment for a parent/ teacher meeting whenever they feel they have a concern.

Faith, hope and love abide, these three: and the greatest of these is love.

Parents are kept informed at all stages of their child's special needs progress. Permission is always sought before entering a child on the special needs register or referring a child to an outside agency. Their support is vital to us when completing the required forms such as the CAF and other assessment and referral forms.

Meetings are held termly with class teachers for parents/carers of children who are on the SEN register to discuss their child's progress towards their personal targets and the outcome of any additional support their child has received. The views of the parents/carers are sought and taken into account when planning for future support and outcomes.

Parents are offered the opportunity to meet with their child's class teacher, the SENDCo and relevant specialist teachers or staff at other times if they have any concerns.

Parents of children with an EHC Plan are invited to attend an annual review meeting and to provide a written report. If their child has any outside agencies involved they will also be invited. Parents will receive a full copy of the annual review report. The school is actively developing approaches to children centred annual review meetings and is involving parents in the production of one page profiles for children with SEND.

Parents will be able to find further information about inclusion at Sir John Cass's Primary School on the school's website (School's Local Offer)
<http://www.sirjohncassprimary.org/key-information.html>

The City of London Local Offer can be found at:
<http://fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/localoffer.page?familychannel=7>

Here, parents will be able to find out about all services, opportunities and access for children with special educational needs and disabilities in their area.

Pupil Participation

The school recognises that children have a unique knowledge of their own needs and circumstances and their own views about what kind of support would help them make the most of their education. It therefore recognises the importance of involving the child wherever possible in the decision-making processes which occur in their education and will wherever possible provide the opportunity for them to do this.

From the time that they enter the school, all children are encouraged to develop the ability to contribute their ideas and opinions effectively through circle time, class and school council, and target setting. Children with special educational needs and disabilities are encouraged to contribute to IEPs, Pastoral Support Plans (PSPs) and EHC Plan reviews and a copy of their IEP is shared with them so that they are able to help monitor their own targets.

For children with more complex needs, interim meetings are sometimes held when they are invited to contribute and in some cases Home-School agreements are put into place.

Faith, hope and love abide, these three: and the greatest of these is love.

In order to be able to contribute effectively, children with special educational needs and disabilities need to feel confident that they will be listened to and their views valued. The school promotes the development of listening skills, a respect for the ideas and beliefs of others and an understanding that all contributions are valued but children will also be encouraged to learn the skills of self- evaluation.

SECTION 6: Admission and Transfer Procedures

At school we strive to support children to be confident in the transition process from year group to year group and when leaving the school. We encourage them to share their concerns and contribute to future provision and support.

Transfer between classes:

- a. Towards the end of the summer term, class handover meetings are held between the present class teacher and the receiving class teacher to discuss the needs of the children to enable forward planning.
- b. Provisions and IEPs are shared between the current class teacher and teaching assistants and the receiving class teacher.
- c. All children visit their new class at the end of the summer term. Children may have a transition book to have over the summer holiday to prepare them for a smooth transition.
- d. At the end of the summer term, the SENDCo collects in the class Inclusion folders and reviews them, ensuring that latest reports, IEPs etc. are included for the receiving teachers.

Transfer from Other Schools

When children arrive from other schools with a disability or identified special needs, the SENDCo will:

- a. Meet with the parents to gather the relevant information.
- b. Use information from the child's previous school. This may be in the form of written records or may involve contacting the previous Headteacher/class teacher/SENDCo. Full use will be made of all records as a starting point for all children. The records will then be retained as part of the ongoing assessment and educational provision process.
- c. If appropriate, outside agencies that have previously been involved will be contacted.
- d. If necessary, arrangements will be made for the involvement of appropriate new outside agencies.
- e. Meet with the class teacher soon after transfer to assess need and discuss strategies and support.

Transfer to Local Secondary Schools

The secondary school SENDCo is invited to attend the Annual EHC Plan Review for children with an EHC Plan in Years 5 and 6. For all children who are on the SEN register information about their needs is exchanged during the summer term before transfer:

Faith, hope and love abide, these three: and the greatest of these is love.

- Meetings are held between the SENDCos of relevant secondary schools
- Children and parents have the opportunity to make pre-visits in order to familiarise themselves with the building, meet some of the adults the children will be with and learn about some of the systems that are in place to support them. Some secondary schools locally offer Summer School.

On transfer to secondary school, the SENDCo sends all the SEND information on each child to the school.

Transfer to Other Schools

Records for children transferring to other schools are treated in the same way as for secondary transfer with the exception that the file is posted and any additional information is available by further liaison via telephone.

SECTION 7: Supporting Pupils at school with Medical Conditions

Sir John Cass's Primary School recognises that pupils at school with medical conditions should be properly supported so that, wherever possible, 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.

The school has an attendance and welfare assistant who helps to set up and administer medical support plans with pupils where they are necessary. These plans are drawn up in partnership with parents to help enable children to attend school well even where they have a medical condition.

Medicines are kept securely and administration logs are regularly monitored by the leadership team.

The school only administers prescribed medicine.

The Headteacher, Miss Alexandra Allan, has responsibility for maintaining the school's responsibility for meeting the medical needs of pupils.

SECTION 8: Training and Resources

Training and development is formulated through a review of individual training needs in the light of development priorities, personal professional development as highlighted through the performance management cycle and staff competences. The Headteacher will give priority to the needs of all staff with regards to special educational needs. The school's in-service training plans for special educational needs will be reported to the governors, and will include details of training for class and subject teachers, the SENDCo and Teaching Assistants. The SENDCo will assist in the provision of training for teachers and Teaching Assistants. The governors will give high priority to training on special educational needs

Faith, hope and love abide, these three: and the greatest of these is love.

responsibilities, assessment and provision when drawing up their own plans for governor training. The school uses the following resources to support the teaching of pupils with SEND:

- a. The school's SENDCo/ Deputy SENDCo.
- b. Teaching Assistant hours within classes where there is an identified need to support individuals or groups, currently funded by the school.
- c. Teaching Assistant time for pupils with an EHC plan.
- d. Annual allocation of funds for resources.
- e. Teaching Assistant time to provide additional intervention programme for literacy, maths, and social and emotional provision through individual and small group work.
- f. Allocation of training and development funds for teachers and assistants.
- g. Provision to release staff to meet other professionals and attend EHC Plan reviews.

SECTION 9: Roles and Responsibilities

The school recognises that provision for pupils with special educational needs is a matter for the school as a whole and that in addition to the school's governing body, the school's Headteacher, the Deputy SENDCo and all other staff have important responsibilities:

The SEN Governor, Ms Sally Moore, in cooperation with the Headteacher:

- a. Determine the school's policy and approach to providing for the needs of children with SEN and disabilities.
- b. Establish the appropriate staffing and funding levels.
- c. Maintain a general oversight of the school's work.
- d. The Governing Body:
- e. Reports periodically on the school's policy on SEND through parent newsletters.

The Headteacher, Miss Alexandra Allan, has responsibility for:

- a. The day to day management of all aspects of the school's work including provision for children with SEN and disabilities.
- b. Keeping the Governing Body fully informed.
- c. Designated Teacher for Child Protection.
- d. Managing pupil premium and looked-after children funding.
- e. Maintaining the school's responsibility for meeting the medical needs of pupils.

The Deputy SENDCo, Miss Hasina Khan, working closely with the Headteacher, senior management, class teachers and support staff:

- a. Is closely involved in the strategic development of the SEN policy and provision
- b. And is further responsible for:

Faith, hope and love abide, these three: and the greatest of these is love.

- c. Overseeing the day to day operation of the school's SEN policy.
- d. Coordinating provision with the class teachers for children with special educational needs and disabilities.
- e. Liaising with and advising fellow teachers.
- f. Overseeing the records of all children with special educational needs and disabilities.
- g. Liaising with parents of children with special educational needs and disabilities.
- h. Contributing to the in-service training of staff.
- i. Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

All class teachers are responsible for:

- a. Giving input into the school's SEND Policy.
- b. Being fully aware of the school's SEN and disability procedures as outlined in the SEND Policy.
- c. Identifying, Assessing, making provision and monitoring outcomes for pupils with SEN and disabilities (Assess – Plan – Do – Review)

All Teaching Assistants are responsible for:

- a. Supporting children in their class with learning
- b. Supporting children who require additional or different support
- c. Being fully aware of the SEND policy.
- d. Daily liaison with the classteacher about appropriate ways of supporting pupils with SEND to make progress in lessons.

SECTION 10: Storing and managing Information

Once identified, school records for pupils identified as having Special Educational Needs will include the following:

- a. A list of pupils at SEN Support and those with an EHC Plan or Statement.
- b. The amount and type of support received by each pupil, including any top-up funding.
- c. Copies of reports/advice from external professionals/agencies.
- d. Individual Education Plans (IEPs) for each child needing one.
- e. Any additional plans used, including evidence that account has been taken of external advice.
- f. Annotated planning that provides information about curriculum provision and learning outcomes.

SECTION 11: Accessibility

The school recognises their responsibilities as described in the SEN and Disability Act, 2001 which placed a duty on schools to plan to increase over time the

Faith, hope and love abide, these three: and the greatest of these is love.

accessibility of schools for disabled pupils to ensure that disabled children will not be treated less favourably.

Following an accessibility audit, the Governing Body produced an Accessibility Plan to cover:

- a. Improving the physical environment for access re pupils with disabilities.
- b. Increasing the extent to which the physical environment enables disabled pupils to participate in the school's curriculum.
- c. Improving the provision of information for the disabled child. This will include seeking the advice of parents and then providing a range of formats that meet the specific needs of the child.

This is updated annually with an Inclusion plan.

SECTION 12: Monitoring and Evaluation of SEND

The success of the school's response to special educational needs is continuously monitored using the information gathered from the procedures described in this policy. We value feedback upon the success of our SEN work from parents, children, governors and outside agencies. We constantly strive to make our responses to special needs effective and where we recognise that improvements could be made we will act accordingly.

The Governing Body supported by the school will look for evidence to show:

- a. Effectiveness of the early identification procedure – responsibility of the Headteacher and Deputy SENDCo.
- b. Progress of individual pupils – responsibility of the Headteacher and Deputy SENDCo.
- c. Valuing the children's ideas and responses to their learning – responsibility of all.
- d. Regular meetings to review targets and monitor movement on register – responsibility of the Deputy SENDCo.
- e. Record keeping system is kept – responsibility of the Deputy SENDCo.
- f. Effective partnership with parents – responsibility of the SEN Governor.
- g. Effective liaison with outside agencies – responsibility of the SEN Governor.
- h. Effective partnership between governors and staff in relation to SEN provision – responsibility of the SEN Governor.
- i. Effective liaison between the SENDCo, the Support for Learning Team and class teachers and this will include the sharing of best practice when devising strategies to support learning – responsibility of the Head teacher.
- j. The types, range and management of resources are designed to ensure that the needs of all the children are met including an understanding of cultural need – responsibility of SENDCo and class teacher.
- k. A regular review of all test results of children on the special needs register and those with disabilities – responsibility of Deputy SENDCo and Headteacher/SENDCo.

Faith, hope and love abide, these three: and the greatest of these is love.

- l. Annual Review to see that we are meeting the needs of children and the training requirements of all staff - responsibility of the Headteacher/deputy head teacher.
- m. Effective liaison with Secondary Schools for children on the SEN register and with disabilities - responsibility of the Deputy SENDCo.
- n. Support teaching is being targeted effectively – responsibility of Deputy SENDCo and SENDCo/Headteacher.

The Headteacher will report to the Governing Body in the Headteacher's report about SEN and disability provision. The Governing Body will comment in their annual report to parents on the effectiveness of the school's work on behalf of children with disabilities and special needs.

Reviewing the Policy: The SEND policy will be reviewed annually by the SENDCo/Headteacher, the Deputy SENDCo the SEN Governor and the Senior Leadership Team.

SECTION 13: Dealing with Complaints:

The school is committed to developing a strong sense of partnership with parents, carers and other members of the local community. This provides a sound basis for understanding and resolution when things appear to go wrong.

However, the school does have a Complaints Policy which describes the procedure to be followed when complaints are made by parents/carers about the conduct of the school or actions of staff or governors.

Copies of this are available from the school office or on the website.