

# St. John's C.E. Primary School



## Vision Statement

*Shine like stars*

*Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.*

**Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.'**

**Matthew 5:16**

**Policy: SEND Policy**

**Reviewed: September 2025**

**Ratified by the Governing Body: 16<sup>th</sup> October, 2025**

**Future Review: September 2027**

Our policy was developed in collaboration with local schools, parents and families. It reflects the SEND Code of Practice Guidance and should be read in conjunction with the following:

- SEND information report
- Enfield's Local Offer
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-bullying Policy
- Managing the Medical Conditions of Pupils Policy
- Complaints Procedures
- SEN and Disability Act 2001
- St John's Primary Vision Statement

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### **Rationale**

At St John's, we seek to:

- Ensure that all pupils are valued equally as every member of the school community is of equal importance in the eyes of God
- Ensure that all pupils make good progress
- Work in close partnership with parents/carers and children
- Ensure that Special Educational Needs are identified and assessed as early as possible so that appropriate intervention can be put in place
- Ensure all individual pupil needs are met and they feel valued and secure in our small nurturing school
- Ensure that all children have access to a relevant, broad and balanced curriculum
- Work proactively with the Local Authority and other agencies involved when working with children with Special Educational needs
- Maintain and develop a range of expertise within the school
- Monitor, review and evaluate policy and provision on a regular and systemic basis

We provide an environment that will help all children to feel safe, secure and respected. Our core school values of forgiveness, respect, endurance, compassion, justice and confidence are there to guide and support all our pupils within our inclusive school. The school's vision statement is fundamental in ensuring the SEND Policy is adhered to.

This vision statement is developed through daily Collective Worship, PSHE, Citizenship, Religious Education, church services, high quality pastoral support by all staff and ongoing communication with all members of the school community.

### **Aims and objectives**

- To raise the aspirations of and expectations for all pupils with SEND by focusing on outcomes rather than just the provision provided.
- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To include children with special educational needs in all aspects of school life.
- To ensure that appropriate resources are available and are used in the school.
- To provide an education that is suited to the child’s needs, ability and interests in an inclusive setting.
- To develop partnerships with parents, external agencies and the LA in order to meet the needs of children with special educational needs.
- To ensure that pupils have the knowledge that God is there to guide and inspire them in all they do.

### **Identification of Special Educational Needs**

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice, 2014)

At St John’s, when identifying the needs of pupils, we consider the whole child and not just their special educational needs. The sole purpose of identification is to work out what action is needed in order for the child to reach their full learning potential.

The school recognises that early identification and effective provision improves long term outcomes for pupils. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

*Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.*

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupils and their parents. We will use this to determine the support that is needed.

SEND is broken down into four broad areas of needs. Below provides an overview of the range of needs that are planned for. In practice, individual children or young people often have needs that cut across all four areas and these may change over time.

### **Communication and interaction**

Children and young people 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 is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction.

## **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **Social, emotional and mental health difficulties**

Children and young people 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or physical needs**

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

All children are valued and respected and individual educational needs should be met.

The following are not necessarily SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

In addition to the above, the school recognise that pupils with medical conditions should be appropriately supported to ensure full access to the curriculum. These pupils will not require SEN support unless their medical need affects their learning.

## **Graduated Approach to SEND Support**

Class teachers are responsible for planning and delivering high quality teaching, differentiated for individual pupils. The teacher identifies needs using on-going assessment for learning and co-ordinates how any additional classroom support is used. Children's progress is continually monitored by their class teacher and this information is shared with children and their parents. Teachers strongly believe in the school's vision statement and want all the children in their class to grow and flourish.

We assess children at least termly following which the SENCO/Assessment co-ordinator and members of SMT holds a pupil progress meeting (four times a year) with the class teacher. We look at whether any extra support or intervention is needed at this meeting.

If over a period of time a child makes little or no progress despite intervention, then a child might be identified as potentially having a SEND. The school will carry out further investigations, which may involve observations or specific assessments and discussions with relevant school staff and/ or parents.

If a child is still not making expected progress, the school will discuss their concerns with parents and whether any further interventions or referrals to outside professionals are needed. It would be at this stage that a decision would be taken to place a child on the Special Educational Needs' Register.

The Headteacher/SENCO will monitor and discuss progress of all children with class teachers and teaching assistants termly. In some cases, an assessment by the school's Educational Psychologist may be required and parents are fully involved in this process. The Educational Psychologist will advise the school and parents on how best to meet the child's needs.

All children who are on the SEND register will have an Individual Education Plan (IEP) in place. IEP's are written by the class teacher in consultation with the SENCO and any support staff that will be working alongside the identified child. All plans are outcome focused and identifies the resources deployed to help the child to achieve them. Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff and evidenced by the class teacher, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests and Key Stage attainment tests.

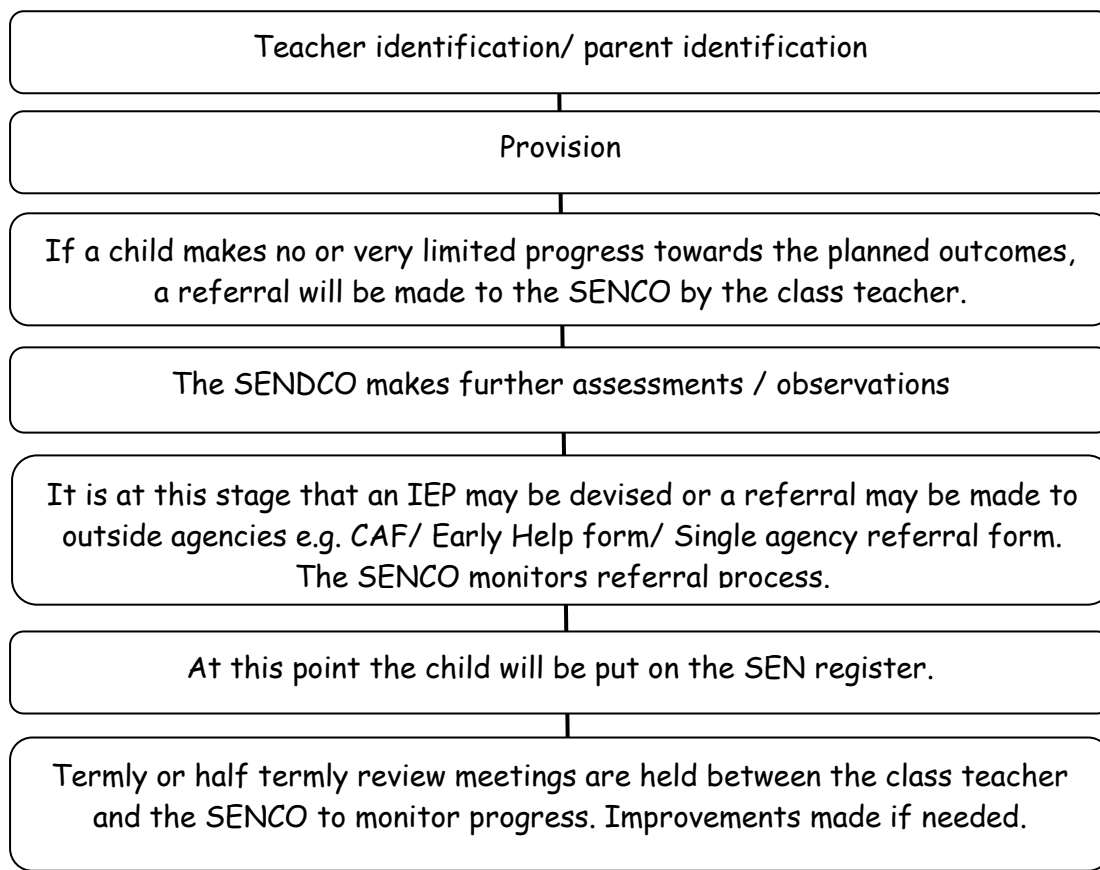
Where behavioural needs are extreme and a child may be at risk of exclusion, a Pastoral Support Plan (PSP) will be implemented which will be reviewed every eight weeks in a multi-agency meeting. Looked After Children will have Personal Education Plans (PEPs) in place. These plans will be produced in a meeting with parents.

Where more than one agency is involved, the school, in discussion with parents and other agencies will initiate a CAF to assist assessment and planning.

Children with a statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) have a formal annual review which parents and all external agencies are invited to attend. A sufficiently long period of notice for these reviews is given to ensure maximum attendance.

## The SEND Process

Below is an overview of St John's Assess, Plan, Do, Review and Improve strategy:



At the termly review meetings those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be discussed with parents and, if parents are, in agreement they will no longer receive SEN Support.

### Links with external agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies will usually be contacted for a child on the SEND register. The following services are those which are most commonly consulted by the school:

- Educational Psychology Service
- Speech and Language Therapist
- Behaviour Support Service (BSS)
- Child Development Team (CDT)
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- Parent Support Unit (PSU)
- Social Services
- School Nurse
- Early Years Social Inclusion (EYSI)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- LA SEND advisory service
- Language and Social Skills Group (LASS)

## **Admission and transition arrangements**

On entering St John's in the Early Years Foundation Stage all children will have a home visit carried out by two EYFS professionals.

When children transfer to or are admitted from another Primary School, their records are forwarded/requested in order to ensure continuity of provision.

We liaise with pre-school providers and secondary schools for all children, but additional transition meetings are held with pre-schools for children entering the school who have SEND Support. Transition meetings are also held with secondary schools for children leaving the school who have an IEP or EHCP.

At the end of each year teachers hold hand over meetings to ensure continuity and a smooth happy transfer. At the end of the summer term, throughout the school all children move to their new classes that they would be in for September, and spend the morning with their new class and teacher. We have trialled this for the last two years and the feedback has been extremely positive from the pupils, parents and teachers. This is now part of our ongoing practice to support transition for all pupils annually.

Meet the teacher sessions are held at the start of every academic year which parents/carers are encouraged to attend.

## **Allocation of resources to and amongst children with SEND**

The organisation of resources, both human and material is the responsibility of the Headteacher. Enfield Local Authority (LA) provide the school with separate funding for:

- a) Predictable needs
- b) Exceptional needs

The funding for predictable needs is calculated using a formula based on Free School Meals and issued to the school. Those children who have predictable needs are those who are on the SEND register who receive SEND Support and those with Statements of SEND/EHCPs with less than 14 hours support.

The funding for exceptional needs comes directly from the LA for children with Educational Health Care Plans for 14 hours or more.

## **Supporting pupils and families**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Communications between the parent and the school will be consistently maintained. We will always discuss with parents/ carers before we seek support from an external agency.

Pupils are involved in both the setting and meeting of targets and their views are always considered. The school will work to ensure that pupils are fully aware of their own needs and the targets in their plans. We encourage all children to be independent learners and to work towards a positive progression from the earliest stage. Pupil profiles are created jointly with the child, family and school to enable positive outcomes.

We encourage active participation of parents/carers by providing guidance on how learning can be supported at home through regular workshops and meetings with the SENCO. Class teachers have an

open-door policy and are usually available at the end of the school day to discuss concerns. The SENCO is also available to deal with concerns and provide advice; however, it may be necessary to make an appointment.

### **End of key stage assessment arrangements**

At the end of Key Stage 1 children access appropriate assessments for their level of development.

A small number of pupils may need additional arrangements, so they can take part in the key stage 2 tests. The SENCO and teachers consider access arrangements before they administer the tests. Current information is found via the link below:

<https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>

### **Supporting pupils at school with medical conditions**

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.

Some may also have special educational needs (SEND) and may have a statement, or an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are made to support children with medical conditions and a meeting can be made with our welfare officer concerning this. Please see our school's policy for supporting pupils with medical conditions.

### **Access to the curriculum and integration of children with SEND**

St John's Primary School has an ethos and a clear vision statement which promotes inclusion. There are children with SEND in every class, therefore, all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. High quality differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEND. The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff have awareness of teaching and learning styles
- Staff use a variety of teaching strategies
- Staff are aware that additional intervention support cannot compensate for a lack of good quality teaching
- Flexible employment of support staff e.g. individual support, group support, in class support and withdrawal intervention programmes
- Variations in expectations of achievement for individual children
- Classrooms are dyslexia friendly and autistic spectrum disorder friendly e.g. the use of visual timetables

## **Specialist provision and facilities**

There is step free access into Sapphire Class and Diamond Class. This represents the only disabled access to the buildings.

Due to the size of the school, the welfare room is part of the main school office.

An accessibility plan is reviewed regularly to ensure that an inclusive curriculum is provided and that the school continues to strive to ensure that the physical environment is suitable for all pupils and adults who use the school.

## **Coordination of SEND provision**

Susan Notley is the designated teacher responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice. In addition to the day-to-day management of our SEND policy, her duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Managing support staff and the Parent Mentor
- Coordinating provision for children with SEND
- Liaising with parents of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the educational psychology service, health and social services, ECASS, MYME, Our Voice, behaviour support service and voluntary bodies
- Organising in service training for staff, ensuring awareness of new initiatives and developments
- Coordinating and chairing Annual Review meeting for children with an EHCP
- Supporting staff and parents in writing Individual Education Plans (IEPs)
- Ensuring continuity of provision for children with SEND by liaising with pre-schools and secondary schools
- Working closely with the SEND governor, Anne Osborne

## **Arrangements for In-Service Training**

The SENCO attends regular SEND conferences and SEND Coordinator partnerships meetings with local schools, HEP, ETSP and the LA to keep up to date with developments in the field of SEND. Staff members are encouraged to attend SEND training where a need is identified for an individual child or for a group of children in their class. Training during staff meetings is provided by the SENCO and specialist agencies e.g. Speech and Language Services, ECASS, Our Voice and the Educational Psychology Service as appropriate.

## **Complaints procedures**

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or SENCO who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher/SENCO through the school's complaints procedure.

## **Success criteria**

The SEND policy will be monitored regularly to ensure that:

- 1) The ethos of the school is reflected in the provision so that children's individual differences are recognised and valued
- 2) There are effective systems for identifying, assessing and monitoring children with SEND involving all relevant members of staff
- 3) There is close liaison with parents

All plans drawn up (IEPs, PSPs and PEPs) are shared with parents

- 4) There is utilisation of outside support services and agencies as appropriate
- 5) There is efficient management of record keeping for children with SEND
- 6) There is raised self-esteem of children with SEND
- 7) There is consistency of support in order to enhance continuity of learning

**Useful information:**

Enfield Local Authority – Local Offer – [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

Enfield Parent Partnership Service – free, independent, confidential and impartial advice and support to parents/carers – Phone: 0208 373 2700; email: [enquiries@enfieldparents.org.uk](mailto:enquiries@enfieldparents.org.uk)

Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield. Phone: 07516 662315; email: [info@ourvoiceenfield.org.uk](mailto:info@ourvoiceenfield.org.uk)

Community Parent Support Service – available to all families living in Enfield. Works with parents of children aged 0 – 18 dealing with concerns and issues before they escalate and become a problem. Phone: 020 8372 1500

St John's SEND report- <http://www.stjohnsprimarysch.org.uk/pages/our-school/sen-information-report.php>

My Young Mind Enfield (MYME) – [Sarusha.raveendran1@nhs.net](mailto:Sarusha.raveendran1@nhs.net)