



Over St John's CE Primary School
'Let your light shine before others.' Matthew 5:16
Special Educational Needs and Disability Policy

Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014.

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The previous coalition government reformed the way in which provision and support was made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force on the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: <https://www.gov.uk/children-with-special-educational-needs>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, were replaced with an Education, Health and Care Plan (EHCP).

These plans are being supported by an Education, Health and Care Plan Pathway. For more information regarding this please see the Cheshire West and Chester Local Offer website:

<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

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

Intent

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

In making provision for pupils with SEN, we intend to:

- create a learning environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified and provided for from the earliest possible age;
- ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities;

- ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- ensure that parents or carers are able to play their part in supporting their child's education;
- ensure that our children have a voice in deciding how their individual needs might best be met;
- ensure that all necessary resources are made available to meet pupils' individual needs.

Responsibility for the Coordination of SEN Provision

The person responsible for overseeing the provision for children with SEND is the Head Teacher, Mrs Snowden.

The person co-ordinating the day to day provision of education for pupils with SEND is the SENCO, Mrs Bettley.

Implementation

Identification of Pupils Needs

See definition of Special Educational Needs at start of policy.

The SEN Code of Practice defines four areas of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical.

A Graduated Approach

Step 1 - Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. An Initial Concerns and Identifying SEN document is started by the class teacher.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Pupil Consultation Evenings are used to monitor and assess the progress being made by children.

Step 2 - SEN Support

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

- Assess
- Plan
- Do
- Review

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

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

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

Review

Reviews of a child's progress will be made each term and more frequently where needed. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Step 3 - Referral for an Education, Health and Care Plan Assessment

If a child has significant difficulties and are not making progress after following the above steps then they may undergo an Education, Health and Care Plan assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- parents;

- teachers;
- SENCO;
- Social Care (where relevant);
- health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information can be found via the SEND Local Offer: <https://livewell.cheshirewestandchester.gov.uk/Categories/3948>

Education, Health and Care Plans [EHC Plan]

Following assessment, an EHC Plan may be agreed by Cheshire West and Chester, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and where appropriate, for changes to be put in place for example, reducing or increasing levels of support.

Impact

Evaluating the Success of Provision

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

SEN provision and interventions are recorded on a pupil's SEND Profile. These are updated by the class teacher and are monitored by the SENCO on a termly basis.

SEN provision and interventions are monitored and evaluated termly by the Class Teacher and SENCO. This helps to identify whether provision is effective, evaluate progress and plan next steps.

The SENCO analyses data on the school assessment system to monitor attainment and progress of SEN pupils. This is used to identify main areas of need and plan next steps for support that is needed.

Working in Partnerships with Parents

Over St John's CE Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision;
- b) continuing social and academic progress of children with SEN;
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the Cheshire West and Chester Information Advice and Support service (IAS service) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

Admission Arrangements

Please refer to the information contained in our school website.

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

Specialist SEN Provision

We are committed to whole school inclusion. In our school, we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEN services where necessary.

Facilities for Pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

Access to the Curriculum, Information and Associated Services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

Inclusion of Pupils with SEN

The Head Teacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

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

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

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO in the first instance, who will be able to advise on formal procedures for complaint.

Continued Professional Development (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

This policy will be reviewed annually.

Signed :	<i>E Bettley</i>	SENCO
Signed:	<i>H Rogers</i>	Chair of Governors
Signed:	<i>E Snowden</i>	Head Teacher
Date:	January 2025	
Review Date:	January 2026	