St John the Evangelist CE Aided Primary School

“Children are a gift from the Lord”



**Special educational Needs / and or Disability Policy**

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**Policy:** Special Educational Needs

**Policy Type**: Statutory

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**Introduction**

St John the Evangelist C of E primary values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience recognition praise and success. Pupils with Special Educational Needs and/ or Disabilities, (SEND) have equal entitlement to this.

Every teacher is a teacher of every child, including those with SEND.

Many pupils experience a learning or behavioural difficulty at some point in their school career; for some this may be a transient problem rectified by specific input and support, for others a longer term approach may be required.

In all cases, our aim is to recognise pupils as individuals and cater to the specific needs of each child.

This policy is reviewed regularly by the Governing Body and staff to maintain its alignment with changes to the [Department for Education’s SEN Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) 0 to 25 and the [School’s Local Offer](https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx).

1. **Legal Framework**

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

* Children and Families Act 2014
* Health and Social Care Act 2012
* Equality Act 2010
* Equality Act 2010 (Disability) Regulations 2010
* Education Act 1996
* Education Act 2002
* Mental Capacity Act 2005
* Children Act 1989
* Special Educational Needs and Disability (Amendment) Regulations 2015
* Special Educational Needs (Personal Budgets) Regulations 2014
* Special Educational Needs and Disability (Detained Persons) Regulations 2015
* Local Government Act 1974
* Disabled Persons (Services, Consultation and Representation) Act 1986
* Data Protection Act 2018 The General Data Protection Regulation 2018
	1. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2017) ‘Supporting pupils at school with medical conditions’
* DfE (2021) ‘Keeping children safe in education’
* DfE (2018) ‘Working together to safeguard children’
* DfE (2018) ‘Mental health and wellbeing provision in schools’
* DfE (2021) ‘School admissions code’
	1. This policy operates in conjunction with the following school policies:
* Admissions Policy
* Equal Opportunities Policy
* Data Protection Policy
* Supporting Pupils with Medical Conditions Policy
* Child Protection and Safeguarding Policy
* Exclusion Policy
* Behavioural Policy
* Complaints Procedures Policy
* Accessibility Plan
1. **Aims of the Policy for Special Educational Needs and Disabilities**
* Have due regard to the Special Educational Needs and Disability Code of Practice 0 - 25.
* Ensure that the special educational needs of children are identified early and assessed quickly.
* Ensure that individual pupils are provided with a high quality curriculum that is relevant to their needs and appropriate to their age and ability.
* Secure appropriate provision for pupils with SEN through use of resources and expertise within the school, seeking advice and assistance from outside agencies where appropriate.
* Collaboration between education, health and social care services to provide support
* Achieve equality of opportunity in learning for all pupils, without discrimination.
* Give children the opportunity to be involved in setting their own targets and reviewing their own progress.
* Develop a partnership between the Class Teachers, Support Staff, the Special Educational Needs Coordinator, (SENCO) and other specialists in developing effective programmes of study for pupils with SEN.
* Enable staff within the school to work in partnership with parents to meet the needs of their children.
* Foster good relationships between pupils with SEND and pupils without SEND
1. **Identifying Special Educational Needs**

**3.1 Process of identification**

If our assessments, both quantitative and qualitative, show that a child may have a barrier to learning, we use a range of strategies that make full use of all available classroom and school resources. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

St John the Evangelist recognise that early identification and effective provision improve long-term outcomes for the pupils.

**3.2 Purpose of Identification**

The purpose of identifying special educational need is to work out what action needs to be taken to help a child make best progress. This is ascertained by considering the whole child, which will not just include the Special Educational Needs of the child.

Children with special educational needs have learning difficulties which call for special provision to be made. All children may have special needs at some time in their lives.

1. **Monitoring Progress**

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are makingless than expected progress.

The progress of each pupil is regularly monitored by the class teacher and discussed at Parents Evenings. If children are not making progress or the class teacher is concerned about a child’s difficulties they can meet with the SENCO who will suggest further strategies or observe the child to gain a better insight into their barriers to learning.

**4.1 Definition of Progress:** *Adequate progress is defined in a number of ways* (5:42 Code of Practice):

* closing the attainment gap between the child and their peers;
* preventing the attainment gap growing wider;
* attainment similar to that of peers starting from the same baseline but less than that of the majority of peers;
* matching or bettering the child’s previous rate of progress;
* ensuring access to the full curriculum;
* demonstrating an improvement in self-help, social or personal skills
* demonstrating improvements in the child’s behaviour.

**4.2 Progress will be characterised using the following stipulations:**

* Progress is significantly slower than the class average, from the same baseline
* Progress does not match or better the 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
1. **Definitions of SEND**

For this policy, a pupil is defined as having SEND if they have a:

* Significantly greater difficulty in learning than the majority of children of the same age;
* Disability which prevents or hinders them from making use of the educational facilities used by peers of the same age in mainstream school or mainstream post-16 institutions

Under the Equality Act 2010, *a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person’s ability to carry out normal day to day activities.*

In accordance with the [SEND Code of Practice 0-25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and the [Cheshire East Toolkit for SEND](https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx), St John’s implements a graduated approach to SEN focussed on the 4 broad areas of need:

• Cognition and Learning

• Communication and Interaction

• Social, Emotional and Mental Health

• Sensory and Physical

**5.1 Communication and interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

St John’s recognises that:

Pupils with Autism Spectrum Disorder (ASD), including Asperger’s Syndrome and Autism, can have particular difficulties with social interaction.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENCO and class teacher will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

**5.2 Cognition and learning**

Pupils with learning difficulties may require additional support.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENCO and class teacher will ensure that any provision offered will be suitable to the needs of the pupil.

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

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

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.

St Johns recognise that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) plan to support pupils with these difficulties.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn’t adversely affect other pupils.

**5.4 Sensory or physical needs**

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND.

The school will ensure staff understand that:

* Some conditions can be age-related and can fluctuate over time.
* A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

1. **A Graduated Response**

Two levels of need are identified in the 2014 Code of Practice.

1. SEN Support

2. Education Heath Care plan (EHCP)

Throughout Cheshire East Local Authority, we facilitate these levels through a graduated approach known as the Universal services continuum of need. Underpinning the continuum is a Universal Quality First Teaching and Learning approach.

**6.1 Universal Services:**

Meeting the needs of all the children is the responsibility of the Class Teacher. Under the remit of **Universal services**, (as outlined in the Cheshire East SEND Toolkit) a range of high quality first teaching strategies are employed to ensure that all children achieve their full potential. This may include for example; scaffolded learning, differentiation of work, flexible grouping systems, additional adult support, additional resources, etc.

**6.2 First Concerns:**

At St Johns we employ a rigorous, whole school approach to monitoring the progress and development of all pupils. In so doing, we work with the Cheshire East Toolkit for SEND, employing an additional initial level of need called First Concerns.

A decision may be made to move the child to **First Concerns** to allow the child to be observed more closely and review progress and resources frequently. Any decision to move the child to First Concerns would be discussed with the parents.

Alongside high quality first teaching the child receives resources or interventions that are additional to, or different from, the school’s differentiated curriculum adding up to 5 hours of targeted support.

The SENCO and/or Class Teacher may carry out further assessments. The child will be placed on the

First Concerns register and appropriate paperwork completed to record strengths and difficulties and

small, measurable outcomes. A date for review will be agreed. The plan will be shared with parents.

The plan may include:

* different learning materials;
* special equipment; and
* individual or group support.

As the outcomes are met and barriers to learning are removed, the child’s First Concerns plan may cease. However, if there are still concerns, further outcomes may be set. If a child continues to make little or no progress in learning or behaviour, the school will continue to follow the Toolkit Graduated Approach and it may be appropriate for the child to receive an increasing level of support to more than 5 hours per week. Following discussion with the child’s parents/carers, a pupil may then be registered at **School SEN Support.**

**6.3 SEN Support:**

The decision made to place pupils at SEN support on the register will follow a cycle of intervention:

ASSESS, PLAN, DO, REVIEW

**Criteria for a pupil to be placed on the school SEN Register**

The Code of Practice (2014) suggests that:

*pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/ adjustments and good quality personalised teaching*

Our school regularly and carefully reviews the quality of teaching for all pupils each term, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The teacher and SENCO consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. Our school regularly and carefully reviews the quality of teaching for all pupils each term, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

The SENCO will then take the lead in further assessments of the child’s needs.

All those involved, will now review the interventions already implemented and consider the strategies tried, the outcomes set and any progress made. Advice and targets from outside agencies are written into new termly **School Support Plans.** Again this is discussed with parents. The Toolkit will be used to identify needs in any of the 4 broad areas where the child’s needs are additional to and different from, as stated in the Code of Practice. Children on SEN Support will be receiving targeted support per week through interventions, resources, tailored programmes etc.

**6.4 Complex needs**

If, over time, the strategies employed at this stage do not result in satisfactory progress and the level of need and support increases a child may be placed on the register as having **Complex Needs**. In which case, a statutory **Needs Assessment** may be sought.

‘*Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting and Education, Health and Care Needs assessment*.’ SEND Code of Practice 0 -25 years Sect 6.63 p.103

For a pupil who continues to demonstrate significant cause for concern and has complex needs that may involve education and/or health and or social care, a request for an Education Health Care needs assessment, EHCNA will be made to the Local Education Authority, (LEA). In most cases, this would be a child who is known by the educational psychologist and who has a range of external agency involvement due to the complexities of their need. A range of written evidence about the child will support the request.

The request will be considered by Cheshire East assessment and monitoring team, who will advise parents and school of the next steps. The statutory time limit for this to be communicated is 6 weeks. Please see Appendix 1

If a decision to carry out a needs assessment is made, the local authority will lead the process and co-ordinate meetings with pupils, parents and appropriate external support agencies, including the educational psychologist and relevant health or social services.

Please see Appendix 1 to understand about Statutory timescales for EHC needs assessment and EHC Plan development.

While awaiting an outcome, the school should continue to support the child as at **SEN Support.**

**6.4.1 Education Health and Care Plan (EHCP):** If a statutory assessment results in a child having an EHCP, the Governors are legally responsible for ensuring, via the Headteacher, that the funding provided through the plan is used for the named child. Despite the EHCP being in place, the school must continue to:

* monitor and review the child’s progress
* write and review SEN Implementation plans
* report to parents

For those children with an EHCP, the progress of each child is discussed at an Annual Review meeting with all outside agencies involved. The progress of each pupil is regularly monitored by the class teacher, SENCO, etc. and discussed at Review Meetings. The SENCO monitors all SEN Support and SEN Implementation Plans to provide feedback to the Class Teacher, typically in February, June and October.

1. **Special Educational Provision**

Special educational provision is, ‘*additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.*’ (Education Act 1996)

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Additional intervention and support does not compensate for a lack of good quality teaching. The class teacher will keep parents informed and draw upon them for additional information.

We are committed to Quality First Teaching. The child’s class teacher will offer interventions, resources, including environmental, which is provided as part of the school’s usual working practices.

When organising additional support we recognise importance for children with special educational needs and disabilities (SEND) to be provided with a broad and balanced curriculum which ensures regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We ensure teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training for a variety of SEND aspects.

We believe teachers are responsible for each and every individual child’s learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom and/or supporting in group or individual interventions.

As a school, we acknowledge pupils must be included in decision processes about their SEND. We are aware that the level of this inclusion is dependent upon age and understanding. We will endeavour to share as much information as is sensibly appropriate, in association with the parents, with pupils who have SEND.

The school has full provision for pupils who are disabled. Please refer to Accessibility Policy, which can be found on our school website. https://www.stjohnsschoolmacclesfield.org/page/policies/95532

1. **Criteria for exiting the SEN Register**

Where specific planned provision has been successful and accelerated progress has been made so that a pupil is working within national expectations, then the pupil will be removed from the SEN register. The pupil’s progress will continue to be monitored.

1. **Educational Inclusion**

St John the Evangelist C of E Primary aims to ensure that all pupils, irrespective of SEN, have equal access to the National Curriculum.

The school strives to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through removing barriers to learning and ensuring full participation. We want all our children to feel that they are valued members of our school community.

Through appropriate curricular provision, we respect the fact that children:

• Have different educational, behavioural needs and aspirations;

• Require different strategies for learning;

• Acquire, assimilate and communicate information at different rates;

• Need a range of different teaching approaches and experiences.

At St John’s we give consideration to aspects of pupils’ lives which do not mean they have Special Educational Needs, but may impact on progress and attainment:

* Disability (the Code of Practice outlines the “*reasonable adjustment*” duty for all settings provided under current Disability Equality legislation 6.9 p.93)

• 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

Teachers respond to these considerations using a whole pupil, whole school approach to:

• Providing support for children who need help with Communication, Language, Literacy and Numeracy;

• Planning to develop children’s understanding through the use of all available senses and experiences;

* Planning for children’s full participation in learning, physical and practical activities including spiritual, social and emotional;

• Helping children to manage their behaviour and to take part in learning effectively and safely;

• Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;

• Communicating effectively with parents and carers;

• Engaging the support of the school Learning Mentor.

1. **Admissions**

St John the Evangelist CE Aided Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the schools admission policy.

St John the Evangelist CE Aided Primary will ensure it meets its duties set under the ‘School Admissions Code’ by:

* Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
* Not refusing admission for a child that has named the school in their EHC plan.
* Considering applications from parents of children who have SEND but do not have an EHC plan.
* Not refusing admission for a child who has SEND but does not have an
* EHC plan because the school does not feel able to cater for those needs.
* Not refusing admission for a child who does not have an EHC plan.
* Not discriminating against or disadvantaging applicants with SEND.
* Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
* Adopting fair practices and arrangements in accordance with the ‘School
* Admissions Code’ for the admission of children without an EHC plan.
* Ensuring the school’s oversubscription arrangements will not disadvantage children with SEND.
1. **Supporting Schools and families**

The Local Education Authority has published a Local Offer which supports families in East Cheshire. This can be found on the [Cheshire East Livewell](file:///C%3A%5CUsers%5CKclarke%5CAppData%5CRoaming%5CMicrosoft%5CWord%5C5.%09Special%20Educational%20Provision) website.

School has also published information to support families. This ‘SEND Report’ can be found on the [school website](https://www.stjohnsschoolmacclesfield.org/) and also the Local Offer Cheshire East Livewell website.

1. **Transition and progression**

**12.1 From Class to Class and across Key Stages**

Towards the end of each Summer term, each pupil looks towards moving on to the next year group. At St John the Evangelist, the process of this transition is as follows:

* Afternoon visit to new classroom to ‘Meet the Teacher’
* Handover Day’; Present teachers and Future teachers, including teaching support assistants, meet to discuss each individual in their class. Communication between school professionals adopts a ‘whole pupil’ approach and as much relevant information is shared as is appropriate. At this point, individual pupil’s achievements, progress, needs, including SEN are discussed and additional resources, timetables and arrangements are shared and passed on. This includes current and reviewed School Support Plans, Copies of Educational Health Care Plans, Copies of reports and recommendations from any Outside agencies involved with any pupil. Handover Day ensures the ‘new teacher’ is able to consider and effectively plan to meet the needs and requirements for all pupils in the coming academic year.
* In some instances, arrangements may be made for pupil’s to have additional visits to the ‘new teacher’ in order to appropriately familiarise and reduce anxiety prior to the September Term.

**12.2 Moving onto Secondary School**

The previous school of any child with SEN transferring to St John the Evangelist is contacted by the Bursar for previous records.

The process of SEN pupils transferring from St John the Evangelist to another school is made as smooth as possible by ensuring all relevant details and information are forwarded.

School SENCO and the SENCO at local High Schools meet with parents and pupils. Information is shared in collaboration with all those involved with the pupil. The High School is made fully aware of the needs of transferring pupils and visits are organised for parents and children. In some instances, for some pupils with SEN, an extended transition may be planned.

In some instances, advice from Outside agencies may be helpful towards planning smooth and successful transitions. Where this is necessary, the SENCO will make referrals to the relevant service.

1. **Allocation of resources for pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 funding from within a school’s budget. It is for schools to determine their approach to using the funding for resources to support the progress of pupils with SEN. We formulate a strategic approach to meeting SEN in the context of the total resources available in school, including any resources targeted at particular groups, such as the pupil premium. (Section 6.97 Code of Practice for SEND 0 – 25 years, p.110)

Some pupils with SEND may require access to additional funding. This is the case if the cost of special educational provision required by a pupil exceeds the nationally prescribed threshold, (Element 1 and Element 2 funding). This additional funding is top up funding and is provided by Cheshire East Education Authority through an Education Health and Care Plan.

1. **Roles and Responsibilities**

**14.1 The Role of the Governing Body**

The Governing Body has:

* appointed a member of staff to be the Special Needs Co-ordinator (SENCo);
* responsibility for ensuring the Special Needs Co-ordinator has received approved training in Special Educational Needs Co-ordination;
* responsibility for ensuring the Special Needs Co-ordinator, if applicable, is allocated time to undertake the demanding role of SENCO
* delegated powers and responsibilities to the Head teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
* to ensure that provision of special educational needs is of a high standard; responsibility for ensuring pupils with SEND have access to all activities;
* responsibility for ensuring pupils with SEND have access to all school facilities;
* due regard to comply with the SEN Code of Practice when undertaking its responsibilities
* responsibility for having in place an admissions policy;
* responsibility for admitting any child whose EHCP names the school;
* responsibility for publishing a SEND information report;
* responsibility for regularly reviewing funding for resources;
* responsibility for ensuring that the school complies with all equalities legislation;
* nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all policies are maintained and updated regularly;
* responsibility for ensuring required policies are made available to parents; make effective use of relevant research and information to improve this policy;
* nominated a link governor to visit the school regularly, to liaise with the Headteacher/ SENCO and to report back to the Governing Body;
* responsibility for the effective implementation, monitoring and evaluation of this policy

**14.2 The Role of the Head teacher**

The Head teacher will:

* ensure all school personnel, pupils and parents are aware of and comply with this policy;
* ensure that the daily management of SEND provision is effective;
* work closely with the link governor and the teaching and support staff;
* keep the Governing Body informed of all matters relating to its responsibilities for the provision of  SEND;
* ensure that all relevant school personnel receive the appropriate information regarding the  special needs provision for pupils with SEND;
* inform parents when SEND provision has been made for their child;
* be responsible for supervising the EHCP and annual review  process for pupils with SEND;
* ensure all pupil records are sent to and received by schools that pupils with SEND transfer to;
* monitor the quality of teaching for pupils with SEND;
* monitor the progress made by pupils with SEND;
* agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;
* publish SEND information report on the school's website updating stakeholders of how the  school's offer is administered;
* provide leadership and vision in respect of equality;
* make effective use of relevant research and information to improve this policy;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy by checking to see if:
* pupils with SEND are making sufficient progress appropriate to their ability
* school personnel have high expectations of pupils with SEND
* appropriate provision is in place
* differentiation is put into practice
* the pupil tracking system is effective
* annually report to the Governing Body on the success and development of this policy

**14.3 The Role of the Local Authority**

The Local Authority has a statutory duty to develop and publish a Local Offer which gives, 'information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.'

**14.4 The Role of the SENCO**

Please also refer to SEND Code of Practice: 0 to 25 years p.108

The SENCO will:

* have the 'National Award for Special Educational Needs Co-ordination' qualification or relevant experience;
* ensure the detailed implementation of support for children with SEND;
* ensure the implementation of this policy;
* ensure all school personnel understand their responsibilities to children with SEND;
* oversee the day to day provision for pupils with SEND within the school including those with  education, health and care (EHC) plans;
* identify the barriers to learning and what special educational needs provision a pupil requires;
* provide advice and suggestions for teaching strategies to teachers and support staff;
* be part of the process to inform parents of their child's special educational needs;
* arrange meetings for parents with the school nurse, external support teachers or the educational  psychologist;
* organise in-house and external support for a pupil with SEND;
* monitor this support;
* keep parents up to date with the special educational needs provision for their child;
* ensure pupils with SEND have full access to the curriculum;
* ensure pupils with SEND are included in all school activities and events;
* ensure pupils with SEND take part in extra-curricular activities;
* arrange for key staff to be allocated to pupils with SEND so that pupils can talk about any difficulties  or concerns that they may have;
* lead the development of SEND throughout the school;
* arrange in-service training for school personnel and governors;
* help select, train, organise and manage a team of teaching support assistants (LSAs);
* ensure differentiated teaching methods are being used;
* track the progress of children with SEND;
* maintain records of all children with SEND;
* use provision maps to give an overview of programmes and interventions that have been used  with different groups of pupils and to monitor the levels of intervention;
* keep up to date with new developments and resources;
* make effective use of relevant research and information to improve this policy;
* liaise with parents;
* organise annual reviews;
* meet with outside agencies;
* work with feeder or transition schools;
* provide information for the SEND Information Report;
* review and monitor;
* annually report to the Governing Body on the success and development of SEN

**14.5 The Role of Class Teachers**

Class teachers must:

* have high expectations of pupils with SEND;
* be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;
* be well informed of the special needs and medical conditions of the pupils that they teach;
* implement any advice and teaching strategies given by the SENCO;
* provide high quality teaching for all pupils;
* deliver the individual programme for each SEND pupil;
* include pupils with SEND in all class activities;
* ensure their planning includes high quality, differentiated strategies, tasks and targets;
* set challenging targets including for pupils with SEND;
* track and monitor the progress of all pupils;
* inform the SENCo of any identified barriers to learning and lack of progress of pupils;
* liaise with parents of pupils with SEND to update them of the progress of their children;
* suggest ways that parents can support their children at home;
* identify any additional training needs they require;

**14.6 The Role of Teaching Assistants (TAs)**

Teaching assistants will:

* work closely with the SENCo and class teachers;
* provide support for individual or groups of pupils with SEND;
* provide in- class and out of class catch up literacy and numeracy support for pupils;
* assist in the planning and preparation of lessons;
* monitor pupils progress;
* provide feedback to teachers and the SENCO;
* attend appropriate training;
* suggest training needs

**14.7 Additional Roles and responsibilities**

* The designated teacher with specific Safeguarding responsibility is Mark Harrison Head teacher.
* The Member of staff responsible for managing PPG/ LAC funding is Chris Wilby.
* The member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Janette Wood.

**14.8 Role and Rights of Parents**

We encourage parents:

* to work closely with the school in order to develop a partnership that will support special educational needs pupils. This may involve participation in target setting for School Focused plans and Education and Health Care plans.
* to be aware of their child's targets and their progress towards them;
* to attend and take part in annual reviews

**14.9 Role and Rights of Pupils**

We encourage pupils with special educational needs or disabilities to understand their rights and to take part in (depending on age and maturity):

* assessing their needs;
* setting learning targets;
* take part in whole school Assessment for Learning strategies
1. **Medical Conditions**

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions. We are aware that individual healthcare plans will state the type and level of support required to meet their medical needs.

For further details please refer to the following website:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

1. **Partnership with parents & pupils**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through regular child centred planning meetings with parents. Parents have much to contribute to our support for children with special educational needs.

We inform the parents of any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

Wherever possible, children are involved in making decisions about their own learning needs. At St Johns, we believe this responsibility plays a big part in preparing learners for adulthood. Therefore co production of outcomes, reviewing arrangements and planning time aims to include the opinions of all stakeholders.

The [Cheshire East Information & Advice Service](http://www.ceias.cheshireeast.gov.uk/home.aspx) (CEIAS) is available to all parents who have children with special educational needs or a disability within their family. CEIAS offers free confidential support and information to children and young people with SEND, their parents and or their carers. They aim to ensure that parents feel more informed and are able to be fully involved in decisions relating to special educational needs provision.

**14. STORING AND MANAGING INFORMATION**

All information will be stored in line with the school’s policies on managing information. The GDPR policy is available upon request.

**Statutory timescales for EHC needs assessment and EHC Plan development**

**At every stage, child and their parent and/or young person is involved fully, their views and wishes taken into account**

Request for assessment/child or young person brought to local authority’s (LA’s) attention

**Maximum time fro whole process to be completed is 20 weeks**

 **Yes No**

LA notifies parent/young person of decision **within a maximum of 6 weeks from request for assessment**

LA notifies parents/young person of decision and right to appeal **within a maximum of 6 weeks from request for assessment**

LA gathers information for EHC assessment

On-going LA information gathering –where an LA requests co-operation of a body in securing information and advice, the body must **comply within 6 weeks**

 **Yes** **No**

LA drafts plan and sends it to parents/young person

LA notifies parents/young person of decision and right to appeal **within a maximum of 16 weeks from request for assessment**

Parents/young person has **15 calendar days** tocomment/express a preference for an educational institution and should also seek agreement of a personal budget

LA must consult governing body, principal or proprietor of the educational institution before naming them in the EHC plan. The institution should respond within **15 calendar days**

Following consultation with the parent/young person, the draft plan is amended where needed and issued. (LA notifies parent/young person of rights to appeal).