



**John Clare Primary School**

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# Special Educational Needs and Disabilities (SEND) Information Report

**Date:** September 2018

**Review Date:** September 2019

This document is a statement of the aims, principles and strategies at John Clare Primary School.  
Each person in our school will be given fair and equal opportunities to develop their full potential with regard to gender, ethnicity, cultural and religious background, sexuality or disability.

**John Clare Primary School**  
**Special Educational Needs (SEND) Information Report**

This information report should be read alongside the school's *Local Offer*.

This information report forms part of a group of policies relating to the safeguarding of children.

### **Introduction**

At John Clare School we aim to develop in each child the knowledge, concepts, skills and attitudes that will enable them to be successful members of our society. We give high priority to the quality of care and nurture attitudes of mutual respect and responsibility within the school community.

John Clare Primary School provides a broad and balanced curriculum for all children. We do however recognise that some children either cannot or do not achieve in line with expectations and have barriers within their learning. This can be manifested in many different ways, ranging from difficulties acquiring and using new knowledge, concepts and skills to extremely low levels of self discipline.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

### **Aims and Objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

### **Educational Inclusion**

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

- have different educational and 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.

### **Teachers respond to children's needs by:**

- using both formal and informal assessments to identify and plan for children's needs;
- providing support for children who need help with communication, language, literacy and numeracy;
- planning to develop children's understanding through the use of appropriate senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- 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.

### **Role of the SENCo**

In our school the Special Educational Needs Co-ordinator (SENCo):

- facilitates staff meetings and training to ensure teaching staff have current knowledge and skills;
- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's (non compulsory) SEND register;
- contributes to and manages the records (IEPs) of all children with SEND termly;
- manages the school-based assessment and completes the documentation required by outside agencies and the Local Authority;
- acts as a link with parents to offer support and guidance as and when necessary;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the Headteacher termly;
- to ensure that all reports are written within specific timescales and that chronology of actions/contacts is recorded and acted upon.

### **The Role of the Governing Body**

The Governing Body and the named Governor in particular has a specific responsibility for Monitoring and Evaluating the SEND provision in school. At a general level the Governing Body has a specific responsibility to:

- decide and review the schools SEND policy and approach to meeting the needs of pupils with SEND;
- ensure that the necessary provision is made for any pupil with SEND;
- ensure that the SENCo / Headteacher makes the needs of any pupils known to those who are likely to teach them;
- ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have SEND;
- consult with the Local Authority and the Governing Body of other schools in the interests of co-ordinated SEND provision;
- ensure the inclusion of pupils with SEND children in activities;
- have regard for the Code of Practice when carrying out its duties;
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

### **Allocation of Resources**

The SENCo is responsible for the operational management of the specified and agreed resources for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher and Resources Governors meet annually to agree on how to use funds directly related to statements. The SENCo draws up the resources bid when the school is planning for the next school improvement plan.

### **Assessment**

Early identification is vital and outside agencies can help advise on the provision of intervention strategies. The class teacher and/or SENCo informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices.

The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Register of Special Educational Needs**

Although not mandatory, the school maintains a register of children with SEND.

This register includes children who have been identified with initial concerns, right through to children with Educational and Health Care Plans.

### **Responding to children's SEND**

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

To ensure effective use of resources and accountability, initial concerns relating to a child's education are recorded on a 'Logging concerns sheet'. These concerns can be raised by any member of staff and/or parents and are retained in the class SEND file and SEND filing cabinet in the staff room.

Strategies employed to enable the child to progress should be recorded within an Individual Education Plan. The IEP should focus on three or four individual targets chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the child's needs. The IEP should be discussed with the child and parents.

IEPs should be reviewed at least twice a year and should include the views of both parents and pupils. Wherever possible one of the reviews should coincide with a parents' consultation evening.

There may be occasions when the school seeks the support and advice of specialist outside agencies. This will be when, despite receiving an individualised programme and/or concentrated support the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **Educational Health Care Plan.**

Where a child has an Educational Health Care Plan (EHCP) the local authority must review that plan as a minimum every twelve months. The SENCo liaises with the SEN Officer in this process.

### **School Transfer**

When children move schools, the school is required to transfer school records, including SEND documentation within 15 days of the child ceasing to be registered at the school.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities as well as experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, helps to ensure that children experience success.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom.

### **Partnership with parents**

The school prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. A named governor takes responsibility to ensure the policy and procedures fits current guidance and is fit for purpose for the school and is implemented and embedded across the school.

At all stages of the special needs process, the school keeps parents fully informed and involved. Account is taken of the wishes, feelings and knowledge of parents at all stages. Parents are encouraged to make an active contribution to their child's education.

Parents are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.

### **Monitoring and evaluation**

The SENCo and Headteacher monitor the movement of children within the SEND system in school.

The SENCo, class teachers, teaching assistants and parents work together to draw up Individual Education Plans for children. The SENCO, Headteacher and the named Governor for SEND hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments.