



St John with St Michael CE Primary School
Moss Side Street,
Shawforth,
Rochdale, Lancs.
OL12 8EP
Tel / Fax. (01706) 852614
Headteacher: Mr Steven Rooney
rooneys@sjm.fa1.uk



'Living in the LIGHT of Christ'

SEND Policy and Information Report

St John with St Michael CE Primary School

September 2023

Approved by: Steven Rooney **Date:** 1st September 2024

Last reviewed on: 1st September 2023

Next review due by: 1st September 2024

Contents

1. Aims and Intent 3

2. Legislation and guidance 3

3. Definitions 4

4. Roles and responsibilities 4

5. SEND information report..... 5

6. Monitoring arrangements 11

7. Links with other policies and documents 11

.....

1. Aims and Intent

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St John with St Michael CE Primary School, all children with Special Education Needs and Disabilities are entitled to a full, broad and balanced curriculum. All pupils with SEND access the full range of the National Curriculum subjects. SEND pupils are supported in order for them to access the broad range of curriculum taught within the school. Adaptations are designed to enable pupils to access lessons, depending on the pupil's specific learning needs. For example, in History or Geography, a pupil with SEND may receive a 5 to 10-minute pre-teaching session, to discuss the key vocabulary associated with the main lessons. This enables pupils to access the main learning and key concepts during the main teaching session. Pupils with disabilities are encouraged to access PE lessons with assistance from their adults or peers where necessary. With this in mind, any additional interventions are designed so that pupils can access additional key learning without impacting on the rest of the curriculum, for example, interventions are delivered on a rotation system so that pupils are not withdrawn consistently from the same subjects over a period of time. This means that our pupils access the full curriculum as well as targeted learning support to close learning gaps.

At St John with St Michael CE Primary School, we have high expectations of all pupils and ambitious targets for pupils with SEND. We expect all SEND learners to access learning at an age appropriate level. Adaptations are made to enable curriculum access at an age appropriate level. For example, we use concrete and pictorial methods to embed key mathematical concepts so that SEND learners can access learning at an age appropriate level.

At St John with St Michael CE Primary School, we have an inclusive approach to SEND and all children access experiences as part of our efforts to instill 'Cultural Capital' by visiting places such as theatres, museums and places of worship. We participate in disability awareness days which give the pupils with SEND a sense of belonging and a sense of belief that no matter what their barriers are, they can achieve. Children with SEND are encouraged to participate in after school clubs such as football, netball, choir and art.

Our ambition is that all pupils with SEND develop self-confidence, resilience and independence. All children are encouraged to discover their talents and thrive. We aim to equip our pupils with the skills to enable them to succeed in their next chapter of their education and life.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is: Mr Steven Rooney

E-mail: rooneys@sjm.fa1.uk Tel: 01706 852614

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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 same 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
- Widens the attainment gap

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 what areas of additional or different provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying what additional provision is required. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupil transitions.

Foundation Stage

Our Early Years staff welcome children into school by visiting them either in the safe setting of their homes and/or to any nursery or pre-school that the child is attending. This allows a wealth of information to be collected in a supportive and private way before the child starts in EYFS.

If children already have agency involvement, then a meeting of professionals would be arranged in order to plan for the child's integration into school. This allows staff the opportunity to provide any adaptations or reasonable adjustments necessary to support the child in their new learning environment.

Once the child has settled, a full day is offered.

Class transitions

We recognise that changing class can cause stress to pupils with additional needs. In order to support them, we allow classes to spend time with their new class teacher prior to the summer holiday. Transition books are provided so that parents are able to talk to the child over the summer in an informed way. This eases the transition into the next year group.

All staff take part in transition meetings, ensuring that class information is passed on. Training needs are also considered.

Secondary school transitions

Annual reviews for children supported through EHC plans are carried towards the end of Year 5 so that the Local Authority is made aware of any children who need specific support. Agencies involved with the child are invited to this key review meeting. If it is likely that a special school or resources provision place may be requested, it would be important to also invite a member of the statutory assessment team from the Local Authority.

The SENDCo and the class teacher liaise with the receiving High School to ensure that they have as much information as possible to ensure a smooth transition. It is often the case that these pupils will have additional visits to the receiving school. Paperwork is passed over in accordance with GDPR regulations.

In-year transitions

When a child joins the school at a time other than Nursery or Reception, a meeting is held with the parent and information requested from the previous school to inform the class teacher and SENDCo of the child's identified needs. The class teacher would complete some of their own assessments in order to support their planning.

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be scaffolded for individual pupils.

Our most frequently used interventions include:

- Precision teaching for spelling and reading
- Additional daily reading and phonics
- Read Write Inc Fresh Start
- Read Write Inc One to One Mentor
- Toe by Toe
- Precision teaching arithmetic
- Lego therapy
- Social stories
- Visual timetable

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding up our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as Lego Therapy, Blast and other SALT interventions.

Teachers and teaching assistants will support pupils on a 1:1 basis when a pupil requires this level of support. If a pupil requires this level of support consistently it may be appropriate to request an Education Health and Care Plan (EHCP)

Teachers and teaching assistants will support pupils in small groups when required on a lesson to lesson basis depending on their needs and level of support that they require.

Pupils also have the opportunity to work independently where possible to promote independence.

We work with the following agencies to provide support for pupils with SEND:

- Orange Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- Occupational Therapy

5.81 Additional support for home learning

Due to the COVID-19 pandemic and resulting partial school closures, some children including those with SEND will access learning from home. Children who are on the SEND register and those who have an EHCP will be offered a place at school. This is because children who are classified as SEND also fall into our 'vulnerable' group category. However, should a pupil with SEND work from home for health related reasons, or because their parents feel it is safer for them to do so, then **teachers will ensure that:**

- Pupils will be provided with a minimum of 3 hours online learning for Key Stage 1 pupils, and a minimum of 4 hours online learning for Key Stage 2 pupils per day.
- Videos of teachers delivering key learning content will be provided via the class pages of the school website through the Oak Academy learning platform, children will also access key learning through our Purple Mash platform, TT Rock Stars, BBC Bitesize, and Reading Planet.
- Pupils with SEND will have their needs met by providing activities to support their learning above and beyond the curriculum offer being provided to all children
- They will receive paper packs with resources to support their learning linked to their specific needs
- Parents will receive a list of useful websites to help support their child's needs at home
- Parents will receive a weekly phone call from their child's class teacher in order to provide continued support
- Parents will be encouraged to ensure that their child logs on to Microsoft Teams, when required by their class teacher, so that they can receive feedback and connect with the whole class

Parents will ensure that:

- Their child completes all work set by their child's class teacher at home
- They will liaise with their child's class teacher if their child needs any further work or resources to support their learning at home
- They will e-mail their child's teacher with pictures or screen shots of completed work so that the teacher can provide the pupil with feedback
- They will contact the school SENDco should they have any concerns about their child and the work they have been set

5.9 Expertise and training of staff

- Mr Rooney (Headteacher) holds the NASENCO Award and has several years' experience as a SENDco

5.10 Securing equipment and facilities

Additional equipment and facilities will be provided for on a case by case basis using the school's delegated budget, or through additional funding from an EHC plan.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil voice questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs, subject to a Healthy and Safety Risk Assessment and parental consent.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Pupils with disabilities are encouraged to access all trips and experiences. Reasonable adjustments are made to ensure pupils can access classrooms. Details of which are available in the school's accessibility plan which can be found on the school's website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school ethos council
- Pupils with SEND are also encouraged to be part of Lego Therapy club to promote teamwork/building friendships etc.
- Jigsaw PSHE lessons develop the pupil's self-worth providing a positive self-image.
- Pupils are taught lessons on anti-bullying during anti-bullying week and take part in activities to support their learning
- Disability awareness activities for all children to promote peer understanding and to support high self-esteem for our pupils with disabilities.
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

As part of the process of identifying pupils needs it may be appropriate to access support and advice from outside agencies such as:

- Orange Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Children and Family Wellbeing Service

Parents will always be consulted if outside agency support is requested. If a pupil requires an EHC plan it will also be appropriate to liaise with the Local Authority and the pupil's GP or Pediatrician.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Class Teacher or SENDco in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

Parents can also seek independent advice and support from the Information Advice and Support Service

Find out more about the service on the [Lancashire SEND IAS website](#)

For information or to find out if the service can help you contact:

Tel: 0300 123 6706

Monday to Friday 9am to 5pm

Email: information.lineteam@lancashire.gov.uk

5.17 Contact details for raising concerns

Mr Rooney (Headteacher & SENDCO)

You can contact them on 01706 852614 or e-mail: rooneys@sjm.fa1.uk

5.18 The local authority local offer

Click the link to access information about Lancashire County Council's Local Offer:

[About the SEND local offer - Lancashire County Council](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Steven Rooney (SENDco) on an annual basis. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Equality and Inclusion Policy
- Supporting Pupils with Medical Conditions
- The Moving and Handling Policy