



**John Blow Primary School**

**SEND policy**

**Approved by:**

Mary Hartshorne

**Date:**

**Last reviewed on:**

24<sup>th</sup> January 2023

**Next review due by:**

January 2024

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## 1. Introduction

### “Be the best you can be”

At John Blow Primary School, we strive to provide an environment where children can be the best they can be. Through the delivery of a collaborative, engaging and purposeful curriculum, children will become prepared for the challenges that they face as they grow and develop. This is underpinned by opportunities to enhance pupils’ cultural capital. By lighting the spark for life-long learning, John Blow pupils will become resilient, hard-working and focused learners with positive relationships central to their academic, emotional and mental well-being development.

Aims: We the staff, parents and governors aim to encourage every child in all aspects of learning by:

- Working together as a team.
- Striving to be the best we can be.
- Providing a balanced and interesting curriculum.
- Demonstrating respect for our community and the natural environment in which we live and learn.
- Catering for all abilities.
- Promoting curiosity and enthusiasm.
- Encouraging independence and confidence.
- Promoting logical and creative thinking.
- Nurturing and encouraging respect for others and personal self-esteem.

## SEND MISSION STATEMENT

At John Blow Primary School we are committed to ensuring equality of education and opportunity for pupils, staff and all those receiving services from the school who have special educational needs and disabilities (SEND). We aim to develop a culture of inclusion and diversity in which people feel free to disclose their needs and disability and to participate fully in school life. The achievement of pupils and students with SEND will be monitored, and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At John Blow Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 2. Aims

Our SEND policy aims to:

➤ Set out how our school will:

- support and make provision for pupils with special educational needs and disabilities (SEND).
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Help pupils with SEND become confident individuals living fulfilling lives.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

In addition, the school is committed to providing opportunities and extending the learning for children who are 'very able' that is achieving well across a broad range of the curriculum, or 'talented' that is excelling in one skill or area but not necessarily all areas of the curriculum.

### 3. Our Approach

We are committed to including all pupils in all school activities, whatever their needs. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

- To have high aspirations and improve outcomes for all children.
- To provide curriculum access for all through the delivery of quality first teaching.
- To understand, identify and meet individual needs through a wide range of provision.
- To listen to the views of children and their parents when assessing pupil needs.
- To attain high levels of satisfaction and participation from pupils, parents, and carers.
- To carefully map provision for all vulnerable learners, adopting a graduated approach to ensure that staffing deployment, resource allocation and choice of intervention is linked to need and leads to good learning and well-being outcomes.
- To ensure a high level of staff expertise to identify pupils with SEND and meet pupil need, through well targeted continuing professional development.
- To uphold the principles of an integrated approach, working cooperatively and productively in partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils for the opportunities, responsibilities and experiences of later life". (National Curriculum, 2013).
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We recognise that children who are in local authority care may have additional barriers to learning due to their specific experiences and will take particular care when assessing and monitoring the provision for 'looked after' children.

### 4. 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 SEN 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 (SENCOs) and the SEND information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of

opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## **Inclusion and equal opportunities**

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### **5. 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 the 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.

#### **5.2 Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## **6. Roles and responsibilities**

### **6.1 The SENDCO**

The SENDCO is Miss S Eagle.

Our SENDCO 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 and signposts to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND are identified early and 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 that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Liaise with the Family SENDCo to support the needs of SEND learners in school.
- Apply for additional needs SEND funding through the Family SENDCo.
- Signpost parents/carers to avenues of support.

## **6.2 The SEND governor**

The SEND governor will:

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

## **6.3 The headteacher**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

## **6.4 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 identify pupils' needs as early as possible, and 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.

## **6.5 Parents or carers**

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
  - Invited to termly meetings to review the provision that is in place for their child.

- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will consider the views of the parent or carer in any decisions made about the pupil.

## **6.6 The Pupil**

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
  - Explaining what their strengths and difficulties are and what kind of support helps them
  - Contributing to setting targets or outcomes
  - Attending review meetings
  - Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7. SEND information report**

### **7.1 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, including autistic spectrum disorder (ASD), speech and language difficulties.
- Cognition and learning, including dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, including anxiety, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs including visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

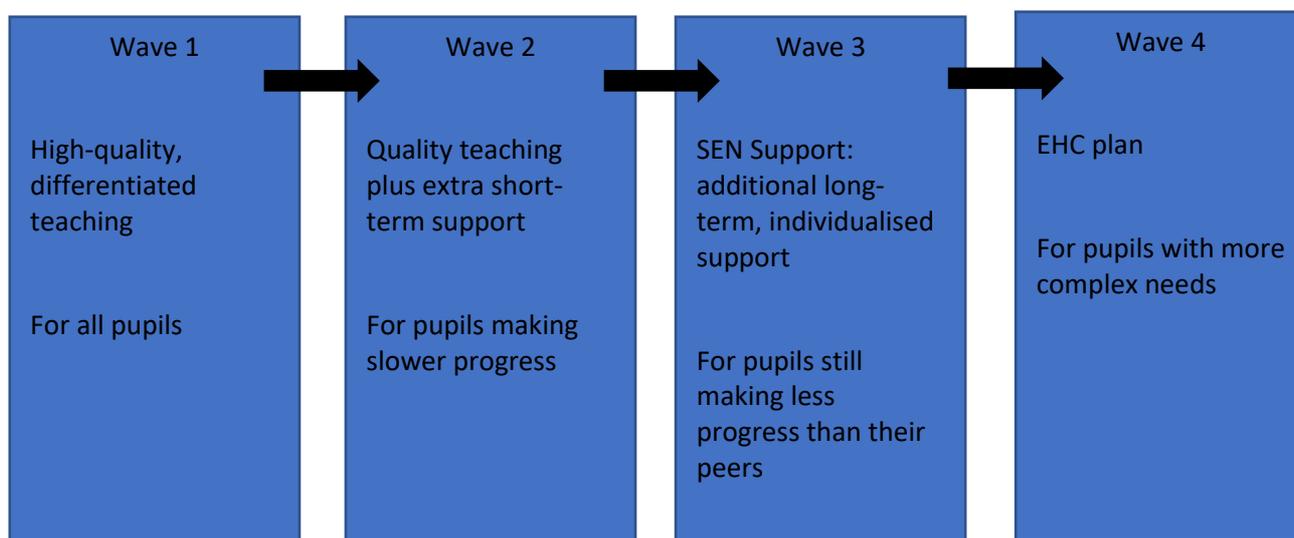
### **7.2 Identifying pupils with SEND and assessing their needs**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

The school uses a wave system to meet the needs of children appropriately and the whole school provision map details the types of support and intervention being provided in addition to quality first teaching, for children with SEND and other vulnerable groups of learners.



See Appendix 1 for further detail about each Wave.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. Intervention plans will be implemented, tracked and monitored for a minimum of six-weeks before moving onto Wave 3 support if there is limited or no impact.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the 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.

### 7.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether the pupil needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We will listen to parents' concerns, their knowledge of their child's strengths and difficulties and of strategies/approaches they use. Where appropriate, we will ensure these feed into the planning for their child.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

If appropriate, notes of these early discussions will be added to the pupil's record and given to their parents.

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

### 7.4 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 SENCO 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 or 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 through the creation and distribution of a pupil on a page profile, 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.

### **7.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. If appropriate further support for transition between phases will be put in place.

### **7.6 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 to support access for individual pupils.

- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put evidence based special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

#### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

#### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Scholar Pack, and will be made accessible to staff in a SEND folder on the server (One Drive).

Parents will be fully aware of the planned support and interventions, will be regularly kept up to date on progress and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and needs, by problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils.
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **7.7 Adaptations to the curriculum and learning environment.**

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

- Adapting access to our curriculum to ensure all pupils can access it, for example, guided learning, and use of technology.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, providing time to process information, pre-teaching of key vocabulary, time out/brain breaks.

## **7.8 Securing equipment and facilities**

The School accesses support provided by Nottinghamshire County Council and other specialist practitioners to support children with additional needs within school. Support provided might include the following:

- Accessing specialist equipment e.g. for visual or hearing impairment, advice on adapting the school environment for physical disabilities
- Accessing specialist assessment and advice e.g. Dyslexia specialist advice on adapting lessons
- Accessing support and advice from health professionals e.g. school nurse for advice on eating or toileting issues, speech and language support

## **7.9 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 an agreed period
- Monitoring by the SENCO and Headteacher
- Holding annual reviews for pupils with EHC plans

### **7.10 Pupil Voice**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress using targets. We endeavour to fully involve all pupils by encouraging them to:

- give their views about their education and learning.
- identify their own needs and learn about learning.
- share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- self-review their progress and set new targets.

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

All our extra-curricular activities and school visits are available to all our pupils, including our wrap-around care and extra-curricular activities.

All pupils are encouraged to go on our residential trip(s).

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

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

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

### **7.12 Support for improving emotional and social development**

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

- The RSE curriculum has been mapped across the whole school to develop children's awareness at all ages of emotional and social development of themselves and others.
- Pupils with SEND are also encouraged to be part of appropriate clubs to promote teamwork/building friendships.
- We have a nominated wellbeing team within school who supports both staff and pupils with interventions and strategies.
- We utilise a range of evidence based intervention and support packages including ELSA, Lego Therapy and Time to Talk.

We have a zero tolerance approach to bullying.

### **7.13 Working with other agencies**

The school is committed to working in partnership with other agencies in order to achieve the best outcomes for all children. We do this through:

- Attending multi-agency meetings
- Supporting other agencies and professionals by sharing best practice
- Accessing training and support offered by other agencies both in relating to specific children's needs and generally including The Bassetlaw Primary Behaviour Partnership (BPBP) and Autism Education Trust – assessment tools

#### **7.14 Complaints about SEND provision**

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

#### **7.15 Contact details of support services for parents of pupils with SEND**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- making parents and carers feel welcome.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services (Ask Us Nottinghamshire).
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

#### **7.16 The local authority local offer**

Our contribution to the local offer is: [John Blow Primary Local Offer](#)

Our local authority's local offer is published here:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

### **8. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **9. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour and Relationships Policy
- Wellbeing Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- The Local Offer

## Appendix 1

### **Wave 1 – High-quality, differentiated teaching.**

- It is the entitlement of all pupils to receive quality first teaching, which may include differentiated approaches and activities.
- In addition some vulnerable pupils will also have access to a range of appropriate interventions.

### **Wave 2 – Quality teaching, plus extra short-term support.**

- Some vulnerable learners will have access to a range of appropriate interventions. These are likely to be pupils who have been identified by the school as underachieving and needing to make accelerated progress. These pupils may not necessarily be those with a special educational need, as such interventions are considered a differentiation to the usual school curriculum in order to address the needs of these pupils.
- Vulnerable learners will be included on the whole-school provision map, which outlines and monitors all additional intervention across the school.

### **Wave 3 – SEN Support: additional long-term, individualised support.**

- Some pupils with significant additional needs will require a specific support and intervention plan.
- It may also be necessary to provide a highly differentiated curriculum in order that children can access learning at the appropriate level.

### **Wave 4 – Education Health and Care Plan (EHCP)**

- For the most complex needs it may be necessary to consider the implementation of an EHCP.
- This takes into account educational, physical and other needs which an individual pupil may have. The individual, their parents and professionals from education, health and social care will contribute as appropriate to the development of the plan.
- Children attending a special school will have an EHCP in place, however children with significant needs who also attend mainstream school may also have an EHCP.