

St. John's Church of England Infant and Nursery School



Special Educational Needs Policy

Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values:

Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Special Educational Needs Policy	
Written by:	Arabella Mooney
Date:	September 2015 (reviewed July 2016)
Approved by:	Full Governing Body
Date:	03.12.15
Review frequency:	Annually
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's CE Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

SECTION 1 – Key Information

Key Contact for SEN:

Inclusion Leader (responsible for SEN) – Arabella Mooney
a.mooney@stjohnsradlett.herts.sch.uk
Tel : 01923 856594

Status regarding NASENCo award – Not required due to length of time in role

Member of the school Senior Leadership Team

Our school beliefs and values around SEN

Our goal is that children will be happy, enjoy school and make good or better progress in their learning. Every child in our school is valued and all achievements are recognised. Learning is matched to the needs of the children within the framework of the Early Years Foundation Stage Curriculum and the new National Curriculum. All teaching and learning in our school takes account of the individual abilities of the child and the pursuit of the highest possible standard for them. Every teacher is a teacher of every child including those with SEN

COMPLIANCE

This policy is written in line with the requirements of:

- Children and Families Act (2014)
- SEND Code of Practice 0-25 (September 2014)
- The Equality Act 2010: advice for schools DfE (Feb 2013)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- The Special Educational Needs and Disability Regulations (2014)
- The SEN Information report regulations (2014)
- Teachers standards (2012)

This policy should be read in conjunction with the following school policies and documents: Anti-Bullying Policy, Accessibility Plan, Behaviour Policy, Safeguarding policy, Local Offer for SEN, Equality Policy, Disability Policy.

This policy has been created by the Inclusion leader in liaison with the SEN Governor, SLT, staff and parents with SEND, all staff, Fair Field Junior School Inclusion Leader and reflects the SEND Code of Practice 0-25 guidance.

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they;

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

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

Contextual information about our school/setting

St. John's Church of England Infant and Nursery School is a Voluntary Controlled, two form entry school. We have 240 pupils, including 60 part-time Nursery pupils. We have families attending our school both from the local community and from further afield and draw children from a wide spectrum of social and economic backgrounds including social housing, a traveler site and private housing.

Historically, the percentage of children who receive Pupil Premium funding is below the national average. The percentage of children with a special educational need is below the national average. The percentage of children with English as an additional language varies between cohorts.

Our school motto is:



AIM

At St John's we seek to raise the aspirations of and expectations for all pupils with SEN. We foster an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children. We provide high quality, inclusive provision, at all waves of teaching and learning, that focuses on outcomes for our children, not just hours of provision and support.

OBJECTIVES

- To welcome pupils with SEN and meet their needs in a positive manner so they achieve their full potential and encourage confidence and high self-esteem with our children with SEN.
- To provide an inclusive education for all pupils with SEN and use our best endeavours to remove barriers to learning by **providing high quality first teaching differentiated for individual learners.**
- To support the early identification of needs, working closely with parents and professionals.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide an Inclusion Leader who will work with and lead the school team of staff ensuring they follow and implement the SEN Policy.
- To provide support and advice for all those working with special education needs pupils and to develop the existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate.
- To underpin the school philosophy of inclusion, supporting access to the environment and classroom learning for each and every child.
- To support the school in a 'whole school' responsibility, of all having an impact in raising the achievement in each and every child.
- To clarify processes and procedures for identification of needs within St John's school, using the graduated approach and the four part process of assess, plan, do and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school
- To ensure funding is allocated to provide high quality provision for those with identified SEN, reviewing the impact of provision regularly and making adjustments as necessary.
- To provide resource to use and follow the advice from professionals, making adjustments if necessary to fit our setting, ensuring we as a school support provisions so that they can have optimum impact on progress of children with SEND.
- To work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- To ensure that, where possible, pupils participate and are involved in the process of information gathering and reviewing process, taking into account the needs of the whole child, for example their likes and dislikes, interests and preferred methods of learning.
- To have rigorous monitoring and evaluation schedule in place for SEN to ensure we are constantly striving to maintain and improve our high standards of SEN provision.
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Please See the Local Offer on our website for more detailed information; also the Flow chart for identification and support of SEN at St John's Infant and Nursery School (Appendix 1)

**' A child or young person has a learning difficulty or disability if he or she:
Has a significantly greater difficulty in learning than the majority of others of the same age'**

Code of Practice (September 2014)

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2014.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

Many children will have inter-related needs. These broad categories give an overview of the range of needs we plan for at St John's. Our school considers the needs of the whole child, not only any special educational needs that they may have.

Needs that may impact on progress attainment that are not SEN may include:

- Disability (the Code of Practice outlines the " reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN) – please see the Disability Policy
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a Child Looked After
- Being a child of a Serviceman/Woman

The 'Flow chart for identification and support of SEN at St John's Infant and Nursery School' (Appendix 1) clearly sets out how we identify needs within our school.

Please note, persistent disruptive or withdrawn behaviours do not necessarily mean a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental issues (see new guidance Mental Health and Behaviour in schools 2014). Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we as a school need to identify through our process of identification of SEN needs (see Appendix 1)

A GRADUATED APPROACH TO SEN SUPPORT

At St John's we have very high expectations of quality first teaching that is differentiated to meet the needs of individual learners. As detailed in the Code of Practice, pupils are only identified as SEN if they do not make adequate progress once they have had all expected intervention/adjustments and good quality personalised teaching.

St John's aims to identify if a child is not making adequate progress as early as possible, using both summative and formative assessments. Class teachers and the Inclusion Leader also look at a child's emotional needs, social skills and behaviour in different situations. Each term there is an assessment week, and individual achievement is logged on the school assessment system.

Following assessment week, Pupil Progress meetings are held to review the progress of every child in the school. Data is analysed and meetings are held that include each teacher and the Senior Leadership Team where individual's needs are discussed.

Following this process, decisions are taken regarding provisions that need to be put in place. In consultation with parents, it may be deemed appropriate to consider adding a child to the SEN list (See Appendix 1)

The Four Step graduated response – Assessment, planning, doing and reviewing

Assess

***'In deciding whether to make special educational provision, the teacher and SENCO should consider all the information gathered from within the school about the pupil's progress,, alongside national data and expectations of progress.'* (Code of Practice 6.38)**

Class teachers and the Inclusion Leader carry out a clear analysis of pupil's needs. This includes high quality and accurate formative assessment, review of previous progress and attainment, comparisons with peer and national data and development, views and experience of parents, where relevant the pupil's own views, contextual and historical information and any advice from external support services.

Plan

Planning involves consultation between the class teacher, Inclusion leader and parents to agree longer term learning objectives and hoped for outcomes as well as shorter term targets, interventions and adjustments (planned and recorded on class provision map or /and individual support plan) A clear date for review is set at this time. Where appropriate, parents will be encouraged to support and reinforce at home.

All those working with the pupil will be informed of their individual needs, targets and provision that are put in place to achieve specific outcomes. To track an individual's long term progress and the impact of interventions and support, the child will be included on the SEN list. External professionals (e.g. advisory teachers, educational psychologist, and speech therapist) advice may be incorporated into the child's individual planning and targets.

Do

***High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.'* (Code of Practice 6.37)**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where interventions may involve group or one-to-one teaching away from the main class teacher. The class teacher will work closely with Learning Support Assistants and/or relevant staff to plan and assess the impact of support and interventions and link with classroom teaching. The Inclusion Leader will work closely with the class teacher to further assess the child's particular strengths and weakness, and to support with any problems that arise and to advise on the effective implementation of support.

Review

The review process will be in consultation with the pupil, the parents, the class teacher and the Inclusion Leader. Effectiveness will be reviewed in line with the agreed date (from the planning part of the cycle). It will involve the evaluation of the impact and quality of the support and intervention and their impact against individual targets. Future provision should be revised in light of the pupil's progress and development, and clearly identified on Individual Support Plans and provision maps.

External **professionals'** advice (e.g. advisory teachers, educational psychologist, speech therapist) may be incorporated into the child's individual planning and targets. Review processes such as the speech and language 3 tier reviews will input into reviews for individual children.

The cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs are being met. We will continue to identify the child as having special education needs. This level of need is categorised as 'School Support'.

Criteria for Exiting the SEN List

If the child is able to maintain good progress **without** the additional and different resources and intervention, he or she will not be identified with special educational needs, and in consultation with parents will be removed from the SEN list.

Exceptional needs funding

If a child's needs are assessed as being 'exceptional' and requiring one to one support, the Inclusion leader, in consultation with the class teacher and parents may apply for exceptional needs funding from the Local Authority

Referral for and Education, Health and Care Plan

If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possibly outside professionals. (See Appendix 1) A request for an assessment must be supported by evidence of long term and sustained need for support.

Where a pupil has an EHC plan the plan is reviewed in conjunction with parents, external agencies, pupils and school staff at least once every twelve months.

MANAGING PUPILS NEEDS ON THE SEN REGISTER

Named Staff

Mrs. Arabella Mooney, Inclusion leader is the designated named person for SEN
 Mrs. A Aharon, Headteacher is the Designated Senior Person for Child Protection
 Mrs. D Leggett, Deputy Head, is the Deputy Designated Senior Person
 Mr A Lewis is the SEN Governor

For contact details please the school see website.

Arrangements and responsibilities for coordinating and monitoring the graduated response

General Monitoring

The Inclusion Leader updates information about pupils on SEN register each term as part of the SEN monitoring and evaluation schedule. Class Teachers and the Headteacher to discuss pupils on the Register in the termly Pupil Progress meetings. Class Teachers identify provision on their provision maps and evaluate the impact of this provision as part of the Pupil Progress meetings and termly SEN staff INSET.

The Class Teacher Responsibilities
Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupil’s access support from Learning Support Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEN to the Inclusion Leader
- Planning and delivering differentiated interventions for all pupils with identified SEN. These should be additional to or different from those provided as part of the school’s usual differentiated curriculum.
-Planning clear, differentiated, individualised planning for children in receipt of exceptional needs funding, who require one to one support. This planning needs to provide clear teaching and learning, and direction, for LSAs, and include time working directly with the class teacher. This may include individual separate maths and english plans, with links to whole class learning whenever possible, which ensures children make progress in their learning.
-Use assessment for learning to clearly understand individuals next steps and apply these in future planning.
- Reviewing the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support.
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child’s progress.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.
- Completing SEN documentation in accordance with the Code Of Practice, including provision maps, individual support plans, and liaising with the Inclusion Leader, parents, outside specialists and pupils.
- Collaborating with the Inclusion Leader to match classroom provision to the specific needs of the pupil.
- As part of the graduated approach, to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.
- Planning with learning support assistants, teaching assistants and nursery nurses to ensure quality provision for pupils with SEN focussed on outcomes.
- Regularly reviewing the support provided by staff and the impact on the progress of SEN pupils.

SEN Policy

The Inclusion Leader, Phase leaders, Headteacher and Class teachers are responsible for the timetabling and directed work load of the additional staff.

Learning Support Assistants Responsibilities (LSA) **They are responsible for the following:**

- Alerting the class teacher to concerns which have been observed through close working with the pupils.
- Implementing interventions and keeping required records of progress.
- Contributing to assessment and tracking progress towards outcomes set by a class teacher for specific SEN pupils.
- Providing effective feedback to the Class teacher and Inclusion Leader about interventions.
- Providing feedback to children about their progress and next steps in their learning
- Supporting provision and use of resources to aid individual learners
- Collaborating with the Inclusion Leader and Class teacher to match classroom provision to the specific needs of the pupil.
- Following plans and interventions as from Class Teacher, Inclusion Leader, outside specialists to ensure LSA has maximum impact on individual learners progress
- Contributing to progress reviews or annual reviews

The Inclusion Leader Responsibilities

In line with the recommendations in the SEN Code of Practice 2014, the Inclusion leader will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school SEN list.
- Identify through provision mapping those in receipt of additional SEN support from the schools devolved budget, those in receipt of Exceptional Needs funding and those with statements of Special Educational Need or Education Health and Care Plans.
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers to identify pupil's needs; arranging any in-school specific assessments or monitoring to help identify the barrier to learning.
- Managing and supporting other classroom staff working with vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Liaise with and advise all staff on the graduated approach.
- Liaise with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on Individual Support Plans.
- Termly review of progress against expected outcomes as identified on support plans by the class teacher; ensuring learning objectives are revised and reviewed.
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or Education Health Care Plan.
- To implement a programme of six monthly reviews for Early Year pupils with statements or Education Health Care Plans.
- Carrying out referral procedures to Hertfordshire Local Authority to request Exceptional Needs funding when it is felt that an individual's needs are exceptional
- Carrying out referral procedures to Hertfordshire Local Authority for an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention that a pupil may have a special educational need which will require significant long term support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 2 pupils identified as SEN or vulnerable learners.
- Working with Early Years Advisory Team to ensure successful transition into school/nursery or from other EYs settings for children with identified SEN or disability.
- Ensuring interventions for SEN pupils are effective and evidence based.

SEN Policy

-Evaluating regularly the impact and effectiveness of additional interventions for SEN pupils.

-Arranging specific SEN resources.

- Key point of contact with external agencies especially the LA.

- Liaising closely with a range of outside agencies to support SEN/vulnerable learners in consultation with parents.

-Attending LEA SENCO network meetings and training as appropriate.

-Liaising with the school's SEN Governor, J. Williams, at least termly, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

-Working as part of the Senior Leadership team to ensure SEN information is shared with staff and SEN is included in the school development.

-Reviewing the SEN policy annually and ensuring up to date information is on the website.

Reporting to Governors on COP procedures and SEN resourcing.

Key Stage Leader Responsibilities

The phase leaders are responsible for the following in their phase group.

- Liaising with the Inclusion Leader to timetable and direct the work of support staff working in their phase.

- To identify vulnerable learners in their phase who are not on SEN list to ensure they are making adequate progress.

- To monitor the outcomes of additional support for vulnerable learners.

- To work with the Inclusion Leader to ensure provision maps are kept up to date.

- Attend termly monitoring and tracking meetings.

- Attend Annual Reviews when a child is moving into their phase, or as deemed necessary by the Inclusion Leader

- Support teachers in their phase with parent meetings when requested.

- To ensure that any special arrangements are in place for SEN pupils when taking formal end of KS1 tests/ phonics screening.

Senior Leadership Team Responsibilities

- The day to day management of the SEN Policy and the Disability Equality Duty Scheme and Accessibility Plan

- Allocating and monitoring appropriate resources for SEN from the delegated budget and Exceptional needs funding together with the Inclusion Leader

- Ensuring the effective use of the COP (Code of Practice) especially through professional development and appropriate time allocations.

- To ensure that staff are delivering high quality teaching differentiated for individual pupils through the teacher appraisal process using the teaching standards.

- Monitoring teachers' planning and pupil achievement each term and ensuring action points are followed through.

The Governing Body Responsibilities:

- Ensuring that the best possible provision is made for all pupils with SEN.

- Monitoring the quality of SEN Provision.

- Ensuring information about the implementation of the policy for SEN is published on the school website and this is updated annually.

- Ensuring the integration of pupils with SEN in the school community.

- Ensuring that the budget for SEN is allocated appropriately

- Electing a designated SEN Governor to liaise with the Inclusion Leader

- Defending the school should a complaint be brought to the SEN and Disabilities Tribunal

CRITERIA FOR EXITING THE SEN REGISTER

If a child no longer presents with additional needs, and they are making progress with their learning we would consider removing them from the register after one year. This would form part of the review process in the plan-do-review cycle and would be in consultation with parents, children, class teacher, Inclusion leader and other professionals. If the child is able to maintain good progress **without** the additional and different resources and intervention, he or she will not be identified with special educational needs, and in consultation with parents will be removed from the SEN register.

SUPPORTING PUPILS AND FAMILIES

Hertfordshire County Council's local offer can be found at:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

St John's Infant and Nursery's School Offer (SEN information report) can be found at:

<http://www.stjohnsradlett.herts.sch.uk/curriculum/inclusion>

Admissions

Pupils identified as SEN School Support have the same rights of admission as all other prospective pupils. The school follows Hertfordshire County Council's Admissions Policy. Pupils with Statements or Education Health and Care Plans are admitted following Hertfordshire County Council's Admission's Policy

Transition

Early Years staff make contact with other Early Year providers in the term before the child enters nursery or reception. Home visits are made for exchange of information. Additional visits may be made for children with identified SEN. St John's staff work closely with Fair Field Junior School to provide a smooth transition for children when they move onto the Junior School. The Inclusion Leaders from both settings meet to have a detailed and thorough handover for children with SEN. Additional support is put into place for individuals if needed. Transition visits and plans are also put in place to support children moving onto different settings.

Partnership with parents

One of the key principles of the 2014 Code of Practice is that it puts children, young people and their families at the heart of the legislation. At St John's we work closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. In the four part cycle of assess- plan – do - review parents have the opportunity to be part of the planning process for both short and long term outcomes, and to be involved in the review of their child's progress.

When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their child. The Inclusion Leader will discuss this process with them before an application is completed and support can be arranged if required.

The Inclusion Leader and Class teacher have regular meetings to share the progress of special needs children with their parents. We discuss any possible outside intervention with parents, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS AND DISABILITIES

See policy, 'Supporting pupils with Medical Conditions.'

St John's School recognises that children with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case we will comply with its duties under the Equality Act 2010. Some children may also have SEN and may have a statement or Education Health Care Plan which brings together health and social care needs, as well as their special education needs provision; we follow the 2014 SEN Code of Practice for these children.

ACCESSIBILITY

The accessibility plan was reviewed Summer 2015 and clearly identifies the steps being taken to continue to improve accessibility at St John's. The Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This Plan operates alongside our SEN Policy and is consistent with it in terms of principles and approaches to resourcing. The plan was written in consultation with a wide range of stakeholders who can directly impact on improvements in accessibility within the school.

The school considers individual's needs in aiming to remove barriers to learning and making reasonable adjustments to increase access for disabled pupils to the school curriculum, both in terms of teaching and learning and the wider school curriculum (clubs, school visits etc.). School work closely with outside agencies to adapt planning and the curriculum to overcome disabilities, for example adapting timetables to visual timetables using Communicate In Print.

Home/School liaison books are regularly used to further strengthen communication between parents and key staff. These are particularly useful and successful when children have speech and communication difficulties which make it challenging for children to share information with their parents verbally.

Parents are actively encouraged to meet at least termly with the Inclusion Leader as part of the Assess, Plan, Do, Review cycle.

Please see Disability Policy, Accessibility Plan, and Equalities Policy for further information.

MONITORING AND EVALUATION OF SEND

The Headteacher and Inclusion Leader keep the Governing Body informed about all SEN matters – such as, the number of pupils on the SEN Register, the number of statements/ EHC plans and provision for those pupils, provision across the school, resources, funding, employment and use of Learning Support Assistants, progress made by pupils with SEN, and parts of the HIP visits related to SEN.

SEN appears as an item on the agenda at Governing Body meetings at least once per year. Governors have been involved in training for SEN and there is a named Governor responsible for SEN who meets with the Inclusion Leader at least termly.

The Inclusion Leader monitors and evaluates effectiveness of provisions termly, against pupil progress, and produces an annual evaluation of the impact of interventions.

TRAINING AND RESOURCES

Funding

Funding for SEN is received from the following sources:

- SEN Formula Funding
- Payment for pupils on the SEN list
- Pupil Premium (if eligible)
- Additional Money allocated from the school budget
- Exceptional Needs Funding

Funding is used to provide: Inclusion Leader time, SEN Teacher support, Learning Support Assistants who support SEN pupils in class and in small groups, Learning Support Assistants for pupils with EHC plans and/or in receipt of Exceptional Needs Funding, and additional staff to support children during lunchtimes when necessary. Appropriate books, computer programmes and recommended equipment are purchased for all SEN pupils across the school. Additional provision is bought in from external providers such as the Counselling in Schools Service.

In-service Training for staff in relation to SEN

Training needs for the staff for SEN are identified via appraisal reviews and the School Development Plan. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school uses Local Authority Agencies (e.g. Parkside SPLD base), Service Level Agreements and the central INSET programmes to support Governors, the Senior Management Team, teachers, support assistants, and the Inclusion Leader to fulfil their roles and responsibilities.

There is regular staff training to inform and update staff about the new Code of Practice and other legislation with regard to SEN

The Inclusion Leader regularly attends Hertfordshire SENCO network meetings and training, and DSPL clusters to keep updated on all current SEN reforms and priorities.

BULLYING

At St John's we actively promote equality of opportunity for all our pupils, and aim to eliminate any disability or SEN related harassment.

Where children with SEN are themselves found to be bullying, in most cases we would expect the same standards of behaviour as apply to the rest of the school community, having made reasonable adjustments.

The school regularly uses tools such as social stories and circle time to build positive interactions between pupils and promote wanted behaviours.

Where children have specific needs, outside agency support may be sought to advise on how we can support children in their behaviours.

Please see the Anti-bullying Policy

DEALING WITH COMPLAINTS

Stage one – Discuss the issue informally with the class teacher
Stage two – Refer to the Inclusion Leader/Deputy Head
Stage Three- Complain to the headteacher. The headteacher should investigate your complaint and aim to inform you of the outcome within ten school days
Stage Four - Complain to the Chair of Governors. The Chair of Governors will arrange for your complaint to be considered and investigated under the arrangements approved by the governing body. This is likely to involve a panel of governors who have not had any previous involvement with your complaint.
Stage Five - Should you remain dissatisfied following the conclusion of the school's complaints procedure, there are a number of different routes for complaints, depending on the issues being complained about.

If your complaint relates to the provision of Special Educational Needs for your child and you have exhausted the schools complaints procedure, you may complain further to the Local Authority by writing to the Children's Services Complaints Manager, Tim Hood.

STORING AND MANAGING INFORMATION

Information at St John's is stored in line with our school policies on information management including our Freedom of Information Policy (Summer 2015). All staff are aware of sharing information on a 'need to know' basis. Class teachers have the most recent and relevant assessments, provision maps and individual support plans in locked cupboards in their classroom. They may also have key information from outside specialists. More sensitive information is stored in locked cabinets in the Leadership office or in the Headteacher's office. Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

REVIEWING THE POLICY

This policy will be reviewed annually in line with the Code of Practice and shared with the school governors, all school staff and placed on the school web site.

Reviewed July 2016 by Mrs A Mooney Inclusion Leader

Seen by SEN Governor : Date

Review Date July 2017

Signed by Date.....