



St John's Priory School

SEND Policy

St John's Priory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The Special Educational Needs and Disabilities (SEND) Code of Practice: for 0-25 years (2015); 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' and 'has a significantly greater difficulty in learning than the majority of others of the same age' or 'has a disability which prevents or hinders him from making use of facilities of a kind generally provided for others of the same age..'

The education we offer our children at St John's Priory School is based on the following principals:

- It builds on what our children's prior knowledge and interests
- It ensures that no child is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points; content that matches the needs of the children; and activities that provide opportunities for learning in the classroom, in the outdoors and within the wider community
- A rich and stimulating environment and suitably qualified and knowledgeable teachers are prioritized as critical to learning

Aims and Objectives

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Able, gifted, and talented children
- Children who are at risk of disaffection or exclusion

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Accessibility

Parents of pupils with SEND can access this policy, our Accessibility Plan and Admissions Policy on the school website. The school reviews policies regularly and makes adjustments to take account of individual pupils' needs, within the constraints of its listed buildings status and resources.

Related Policies

This policy should be read in conjunction with the following documents, all of which are available on the school website.

- Equal Opportunities Policy
- Health and Safety Policy
- Accessibility Plan
- Assessment Policy
- Safeguarding Policy
- Behaviour Policy

Policy Review

The proprietors are responsible for oversight of the provision of learning support and accessibility for pupils with SEND and learning difficulties. The Headmistress and DTL will review this policy every 3 years or more frequently in the face of legislation or regulatory changes.

Signed: Tracey Wilson



January 2023

Signed: Giorgio Mystkowski



January 2023

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Inclusion

St John's Priory School is committed to inclusivity and to giving every child the best possible start in life. We see our pupils as unique individuals, and those with SEND are welcome to apply. We are a non-selective school and welcome pupils with SEND, including those with Local Authority EHC Plans or SENA

Admissions

Pre-registration

Parents of children with SEND are advised to discuss their child's needs and requirements with the Registrar, Headmistress & Director of Teaching & Learning ahead of registration of a place at the school. We work closely with parents to assess our capacity to support every child and to explain if we do not have the resource to do so. Relevant medical reports, educational psychologist's reports or other external agency reports are requested by the school as part of the registration process. We ask the child's previous school to complete and to return to us a confidential transfer report that includes information about the pupil's SEND needs.

At the point of registration

The Registrar will liaise with the Director of Teaching & Learning and will arrange for pupils with additional needs to be carefully assessed to identify their needs. If adjustments need to be put in place, they will be agreed by the Head and the Director of Teaching & Learning and shared with parents and any involved external agencies. This might include reasonable adjustments to the curricular and extra- curricular activities of the school.

Joining the school

All pupils with an identified need are included on the school's SEND Register. The school will devise an Individual Education Plan (IEP) or in the case of a medical need, an Educational Health Care Plan (EHCP) to ensure the child's needs are being met fully.

Inclusion at the Foundation Stage

We believe that our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when we are planning for their learning. At the Foundation Stage we set realistic and challenging expectations that respond to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We help them to do this by planning to meet the needs of both boys and girls, of children with special educational needs, of children who are more able, of children with

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disabilities, of children from social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- Planning opportunities that build on and extend the children's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on children's learning needs
- Providing a wide range of opportunities to motivate and support the children, and to help them to learn effectively
- Offering a safe and supportive learning environment, in which the contribution of all children is valued
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills
- Monitoring children's progress, providing support (such as speech therapy) as necessary; employing a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:
 - Setting suitable learning challenges
 - Responding to children's diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils
 - Providing rich curricular opportunities to meet the needs of individuals or groups of children
 - We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:
 - *Do all our children achieve their best?*
 - *Are there differences in the achievement of different groups of children?*
 - *What are we doing for those children who we know are not achieving their best?*
 - *Are our actions effective?*
 - *Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?*

Teaching and Learning Provision

We aim to give every child with the opportunity to succeed and reach the highest level

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of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to consider the abilities of all their children. Where there is a need, we use the programs of study from earlier key stages. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows aptitude. Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in themselves and in others
- Take responsibility for their own actions
- Participate safely in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning approaches
- Participate fully, regardless of disabilities or medical needs

Children with SEND

We are committed to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with any other child. The school is committed to providing an environment that allows children with a disability full access to all areas of learning. Within the limitations of our grade II listed building, the school makes every effort to accommodate pupils with accessibility issues. We can provide specialist desks, chairs and resources for pupils with motor or coordination needs. Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work undertaken by children with additional needs:

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- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example, visual aids
- Is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and to use visual resources and images both in art and design and in design and technology
- Uses assessment techniques that reflect their individual needs and abilities

Learning Support Provision

Our provision of learning support is overseen by the Director of Teaching & Learning who is the Head of Learning Support. She has responsibility for the delivery of the SEND policy and co-ordination of SEND provision throughout the school, including the early years, and she works closely with staff, parents and other agencies. She arranges 1:1 or small group interventions where needed and gives professional guidance and training to staff to secure high quality teaching for pupils with additional needs. CPD on SEND and differentiation is provided to all staff in response to the contextual needs of our school community. Our Open-Door policy enables and encourages families to approach us at any time to discuss their child's provision.

Class Teachers will:

- provide differentiated work and monitor pupil progress
- retain overall responsibility for the progress of pupils with SEND and guide and support teaching assistants in the delivery of interventions and support
- identify pupils whose progress is causing concern and bring these concerns to the attention of the Director of Teaching & Learning
- complete an initial concern form for any child who is causing concern; identifying their concerns, and share this with the staff team and with the Director of Teaching & Learning. This will include an outline of the strategies that have already been employed, examples of work, teacher observations and progress data.
- share parental concern or communication with the Director of Teaching & Learning
- set and review targets that reflect the children's abilities

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- consult IEPs and EHCPs and advice from outside agencies to inform teaching and interventions
- be involved in the regular review of IEPs and EHCPs with the DLT

The Director of Teaching & Learning will:

- request & receive reports and documentation from prior settings/schools and external agencies and use these to inform our planning
- devise an IEP or EHCP for each child with additional needs through collaboration with parents, teachers, and external agencies. This will set and review personalised targets and might include 1:1 support, small group intervention, strategies, and resources for the classroom and school environment.
- Identify and undertake any assessments that might inform our practice and support the child
- engage with external agencies and communicate regularly with parents/guardians about their child's provision and progress
- comprehensively communicate with teachers and whole staff team and share IEPs and EHCPs with all relevant personnel
- support teachers in devising & delivering interventions and support them in assessing & monitoring the impact of these strategies
- annually review EHC or SENA plans where they are in place this will be reviewed
- annually with the parents and local authority.
- meet regularly with the pupil's class teacher to discuss progress and strategies

Education & Health Care Plans

For pupils who have complex needs that cannot reasonably be provided from within the school's resources, a request will be made to the Local Authority to assess the pupil's education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. For more information you can go to <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/education-health-and-care-plans-and-assessments/requesting-education-health-and-care-needs-assessment/start-your-request>

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>

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The SEND Register

If a child is formally identified as having SEN, they will be placed on the SEND register. All EAL pupils are also added to the register. This is updated and shared with the whole staff team and with parents on a termly basis by the Director of Teaching & Learning. If a child has made significant progress after a period of intervention and they are now working at a level comparable with their peers, they may be removed from the register but will be continuously monitored and formally reviewed on a half termly basis through consultation between the Director of Teaching & Learning and the child's teachers.

EYFS/Little Conkers

As an early years education provider in receipt of local authority funding (Nursery grant for the 3 and 4-year-old children) we have regard for the SEND Code of practice (2015). The provision for SEN pupils incorporates an assess, plan, do, review approach and the DTL works closely with the class teachers and Early Years Manager to meet individual children's needs. Ongoing assessment of children's progress is in place as part of the EYFS framework.

English as an Additional Language

At St John's Priory we embrace diversity and inclusion. To meet the expected academic and personal outcomes of our school, pupils are encouraged to be fluent English speakers. Some children, whose first language at home is not English, may need tuition in English. We acknowledge that a EAL is not a learning difficulty and may not require provision of an IEP. We are however alert to the fact that, less than expected progress of a pupil with EAL might be an indicator of SEN and should be investigated.

EAL Provision

Our provision for EAL pupils incorporates an assess, plan, do, review approach and the DTL works closely with the class teachers to meet the needs of these pupils. All EAL pupils are added to the SEND register and their progress is continuously monitored and regularly reviewed. Should the level of support for pupils with EAL need to be escalated then an IEP will be devised to support that pupil. Equally, if a pupil has made good progress with their English and it becomes their primary spoken language the DTL will decide if it is appropriate to remove them from the SEND Register.

Pupils with a first language other than English are actively encouraged to conduct use English in school to improve their understanding of the English language.

Visual resources and language aids are encouraged, and subject-specific vocabulary is explained, and extra time may be given where appropriate.

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Reviewing Progress & Provision for Pupils with EAL

The Director of Teaching & Learning maintains a comprehensive oversight of the progress of all EAL pupils and liaises with teachers about potential underlying learning difficulties. She also works closely with the pupil's teachers to ensure that all staff understand the requirements of pupils with EAL and to monitor the implementation of provision and its impact.

Transition to other settings

We work with relevant settings and schools to ensure smooth transition for our pupils. We actively engage with schools that our pupils transfer to and provide relevant information to support the pupil's transition. We encourage the parents of children with SEND to visit potential schools and to engage with their learning support teams to ensure that their child's needs will continue to be well met.

Charges for SEND provision

St John's Priory School makes no additional charge for the support of children with SEN that falls within our resource and capacity.

Inclusion

St John's Priory School has well-developed pastoral care systems and a set of school values that promote inclusivity and tolerance. Pupils are taught that victimisation and bullying is unacceptable and will not be tolerated. The school's is committed to ensuring that pupils with SEND or other protected characteristics do not suffer less favourable treatment because of discrimination and pupils are taught inclusivity and respect through the curriculum, SMSC, PSHEE provision and through weekly values assemblies. The diversity of our community and our society is addressed through our curriculum. Our teachers are agile in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded by the Designated Safeguarding Lead. The school contacts parents of all pupils involved in racist incidents.

Complaints

The school's complaints procedure is published on the website and is available upon request through the school office. Parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their son or daughter has been discriminated against.

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Disapplication and Modification

In exceptional circumstances, the curriculum and its assessment arrangements can be modified by the school to meet the individual needs of a pupil with SEN. The school makes every effort to meet the individual learning needs of all pupils, without recourse to disapplication or modification. This is achieved through differentiation of the work, or through the provision of additional learning resources or support. When necessary, we also support learning through appropriate external agencies. In such cases, teachers work closely with these specialists to support the child. In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, for children with special educational needs through an EHC Plan
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it

Summary

At St John's Priory, we value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of SEND provision and inclusion.