



**St John's Priory School
Banbury**

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Applies to:

- the whole school, inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Availability:

This policy is made available to parents, carers, staff and pupils via the school website.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require. The key priorities from the review are incorporated into the School Development Plan on an annual basis.



Michelle Jenkin Headmistress

Date: January 2024



Giorgio Mystkowski Proprietor

Date: January 2024

Related Documents:

- Personal, Social, Health and Economic (PSHEE) education
- Curriculum, Teaching and Learning Policy
- Curriculum, Teaching and Learning Policy
- More Able, Gifted and Talented Policy
- Assessment Policy

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

Legislation and guidance

This policy is based on:

- the statutory <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- 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, SEN co-ordinators (SENCOs)
- the SEN information report.

It is written in line with our Curriculum, Teaching and Learning Policy and aims to support inclusion for all our children.

INTRODUCTION

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs and offer a broad and balanced curriculum. We have high expectations for all children and 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.

“Every child deserves the best possible start in life and support to fulfil their potential. A child’s experience in the early years has a major impact on their future life chances.”

EYFS statutory framework.

We value each child as a unique individual and strive to meet the needs of all our children; seeking to ensure that we meet all statutory requirements related to matters of inclusion.

We will not treat disabled students less favourably and we will take reasonable steps to avoid putting disabled children at a disadvantage in matters of admission and education, but we reserve the right to select students by ability and aptitude as long as we do not do this in order to exclude students with a disability.

This policy takes into account the following principles:

1. All children have the right to have their special educational needs appropriately addressed as early as possible and as quickly as is consistent with thoroughness.
2. Every child should have access to the full range of curriculum opportunities available to all.
3. All children need to be considered in terms of their individual needs and thus special educational provision must be specific to each child.
4. Each child should have access to a broad and balanced education according to individual needs and each child should have an equal opportunity to access the same facilities as all other students.
5. We will offer an appropriately differentiated curriculum that considers the needs of each individual child – the needs of the most able as well as the least able must be considered. We acknowledge that gifted children can have learning difficulties as severe as those of less able students and we need to make appropriate provision for them.
6. We advocate early intervention for provision to be most effective and to prevent a student’s learning difficulty becoming more pronounced.
7. We will ensure that in admissions, discipline, and other procedures (for example, arrangements for school trips or examinations) we take account of student’s learning needs or disabilities.
8. We will endeavour to work closely with parents and children valuing their views and experiences, believing that the child’s needs will be best met where there is the greatest degree of partnership between parents, child, school and all other appropriate agencies, together working towards a common goal. In this way we will achieve greater success.
9. To ensure continuity of support, the School will provide a framework of support for staff to enable them to respond appropriately.
10. The School’s policy reflects the consensus of the whole teaching staff, and the implementation of this policy is the responsibility of the whole staff.

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

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- 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

WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A pupil has SEN if they have a learning difficulty or disability that 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 of the same age by mainstream schools.

English is an addition language (EAL)

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. St. John's Priory School will keep under review support for children for whom English is an addition language.

ROLES AND RESPONSIBILITIES

The SENDCO - Mrs Claire Aspel is our SENDCO. The SENDCO will:

- 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 (LA) and its support services Liaise with potential next providers of education 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 SEN up to date

The Headmistress will:

- work with the SENDCO 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

Class/subject teachers are 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 being involved in decision making regarding any changes to provision
- ensuring they follow this SEND policy

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INCLUSION in EYFS

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

IDENTIFYING SEND AND ASSESSING NEED

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. Transfer reports are obtained from previous schools and the student will visit for taster days prior to an offer letter being sent. If additional needs are identified from previous settings the SENDCo will obtain as much information as possible and may visit the student in their setting prior to entry.

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 SEN. 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

Consulting and involving pupils and parents /careers

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

- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we consider 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. We will formally notify parents when it is decided that a pupil will receive SEN support.

MEETING THE NEEDS OF OUR CHILDREN

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, arranging support (such as speech and language therapy) as necessary; employing a curriculum that meets the specific needs of individuals and groups of children.

Additionally, 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?

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

- 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 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 take into account 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 particular aptitude and may refer the child to the MAGT programme.

Our staff are familiar with the equal opportunities legislation covering race, gender and disability. All 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

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- 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

Individual Education Plan (IEP)

We will follow the graduated approach and a cycle of assess, plan, do, review. This will make up the Individual Education Plan (IEP). The class/ 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 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 IEP will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought (targets), 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. SMART Targets will be set, which will be documented on the IEP.

CHILDREN WITH DISABILITIES

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 co-ordination 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 disabilities:

- 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, vision 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 also 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.

DISAPPLICATION AND MODIFICATION

The School can, where necessary, modify or disapply the curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. 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, which allows modification or disapplication of the National Curriculum, or elements of it, for children with special educational needs through an EHCP
- Section 365 of the Education Act 1996, which allows the temporary modification or disapplication of the National Curriculum, or elements of it.

EQUALITY, DIVERSITY & INCLUSION

The diversity of our society is acknowledged through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All incidents involving a protected characteristic are notified to and recorded by the Head Teacher. The School takes seriously any incident of a discriminatory or abusive nature towards a person with a protected characteristic. Parents/careers of any pupils involved in such incidents will be contacted.