

St John the Baptist Primary School

SEND Policy

Approved by:	The Governing Body	Date:
Last reviewed:	Autumn 2026	
Next review due by:	Autumn 2027	

Abbreviations used in the policy

SEND - Special Educational Needs/Disability

SENDCO - Special Educational Needs/Disabilities Co-ordinator

LEA - Local Educational Authority

ARP – Additional Resource Provision

CL - Cognition and Learning

P/M - Physical and/or Medical

Introduction

St John the Baptist Primary School has a named SENDCO (Mrs Dixon), assistant SENDCO (Elise Pattinson) and a named Governor responsible for SEND (Katie Stone). They ensure that St John the Baptist's Special Educational Needs policy works within the guidelines and inclusion policies of the SEND Code of Practice (2015) the Local Education Authority and other policies current within the school.

At St John the Baptist Primary School we will:

- Welcome everyone
- Establish strong links between home, school and community
- Ensure that all reach their full potential and celebrate achievements
- Listen to, care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our world.

We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required.

The four areas of Special Educational Needs as outlined in the SEND Code of Practice are:

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

At St John's we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St John the Baptist Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

2. Legislation and guidance

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

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

3. Definitions

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

They have a learning difficulty or disability if they have:

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

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

4. Roles and responsibilities

The SENDCO

The SENDCO is Mrs Vicki Dixon (contact through the school office on 01642 607123 or email on vdixon@jtbprimary.org). The Assistant SENDCO is Mrs Elise Pattinson contact through the school office on 01642 607123 or email on epattinson@jtbprimary.org).

The 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 to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The SEND governor is Katie Stone(contact through the school office on 01642 607123 or jbsend@jtbprimary.org)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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

The headteacher (Mrs Kerry Coe)

The headteacher will:

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

Class teachers

Each class teacher is responsible for:

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

5. SEND information report

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

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

We are an Attachment friendly school (See appendix 1) and we use the Thrive approach (See appendix 2).

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. We would first monitor pupils identified as a Cause for Concern. 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/carers. 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/carers

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 take into account the concerns of parents/carers
- 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 (On CPOMS) as a cause for concern.

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

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

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

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

The information will be collated into an individual SEND support plan which will be reviewed regularly.

Individual SEND Support Plans and Individual Healthcare Plans (IHPs)

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Strategies employed to enable the child to access school and the curriculum and make progress will be recorded within an Individual SEND Support Plan or Individual Healthcare Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- Specific health needs that the child may have that may require staff intervention and appropriate actions to be taken including information on medication.
- The provision to be put in place and any staff training which may be required.
- Names and addresses of emergency contacts and of appropriate health care professionals.
- The Support Plan / IHP is a working document and should be dated with review dates recorded.
- The Support Plan/IHPs are shared with both children and their parents/carers. The child's views will be sought and taken into account, as will those of the parents/carers, whose support is vital if progress is to be achieved and maintained.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

School Request for an Education Health and Care Plans

A request will be made by the school to the Local Educational Authority (LEA) if the child continues to demonstrate a significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous pen portraits and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in English and Maths.
- Education and other assessments, for example from an educational psychologist or speech and language therapist.
- Views of the parents/carers.

The parents/carers of any child who is referred for an Education Health Care Plan will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

Specialist Provision

At St John's we have a 24 place Specialist Unit.

Places in the Specialist Unit are allocated through the LEA's SEND panel. (Having a place in school, does not mean a place in the Specialist Unit).

Entry Criteria is determined through the Local Authority.

Additional Resource Provision (ARP)

At St John's we have two ARP classes one for Cognition and Learning (20 places) and one for Communication and Interaction (10 places) needs

Places in the ARP classes are allocated through the LEA's SEND panel. (Having a place in school, does not mean a place in the ARP)

Entry Criteria (provided through the Local Authority)

Once a child is allocated a place in the ARP, a period of transition will begin, where the teacher will visit the child in their own setting. The child will then visit our school and meetings with parents/carers and school staff (teacher, SENCO etc) will be set up.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the secondary school or other setting the pupil is moving to.

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 differentiated for individual pupils.

We also provide specific interventions depending on need.

Adaptations to the curriculum and learning environment

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

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

Additional support for learning

We have teaching assistants who are trained to deliver specific interventions.

Teaching assistants will support pupils in small groups when the class teacher identifies a need for a particular group of pupils.

The use of outside agencies

We involve external professionals including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations.

The external specialist may act in an advisory capacity, or provide additional specialist assessment. The child's personalised targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

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

- Speech and Language; NHS and Speech Buddies
- NHS – Occupational / Physio Therapy
- Occupational Therapy – Sensory Worx
- Educational Psychology
- CAMHS
- Daisy Chain
- LA Specialist Teachers

This list is by no means exclusive.

Expertise and training of staff

Our SENCO has over 15+ years experience in this role and has worked as a SENCO in her last two previous positions. Elise Pattinson, the assistant SENCO has been in post for 5 years and has recently completed the National SENCO Qualification Award. Additionally, school's KS2 lead, Emily Knaggs is also currently working towards her National SENCO Qualification Award.

We have a team of teaching assistants who are trained to deliver SEND provision.

We also have a pastoral team and health care assistants who work closely with families and children. The health and care assistants support families with any health or physical care related needs and attend medical appointments with children and parents/carers.

Staff have completed a wide variety of CPD and we tailor training depending on the need of class cohorts.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' SEND support plans and their individual progress towards their targets each term
- Reviewing the impact of interventions half termly / termly
- Using pupil and parent questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

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

St John's recognises that pupils at school with SEND should be properly supported and 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, the school will comply with its duties under the Equality Act 2010.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on a residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
No pupil is ever excluded from taking part in these activities because of their SEND or disability.

How we support pupils with disabilities.

In keeping with the Disability Discrimination Act 1995 (DDA), St John's defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

- We make reasonable adjustments to ensure that disabled persons are not at a disadvantage.
- We ensure that there are plans in place to enable full access to the site and to the curriculum for all pupils.
- The arrangements for the admission of pupils with disabilities are the same as those applied to pupils without disabilities. The admission arrangements can be found in the school prospectus.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs *and disabilities*. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

School Accessibility Plan

The school has an Accessibility plan which outlines the governing body proposals regarding how it intends to increase access to education for disabled pupils. A copy of the plan is available from the school office and it can also be found on school's website.

Support for improving emotional and social development

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

- We use Thrive to profile whole class groups, small intervention groups and individuals and develop action plans to support the SEMH work carried out in school.
- We have a 1.1 therapist who works with children throughout school.
- Pupils are engaged in targeted interventions such as Anxiety Gremlin, Sunshine Circles and working with external professionals.
- Pupils with SEND are encouraged to be part of the school council and school leadership teams

We have a zero-tolerance approach to bullying.

Complaints about SEND provision

Any complaints with regards to SEND provision should be referred to the Head Teacher and Governing Body following the complaints procedure established by the school. Information about Parent Partner Services and Independent Parent Supporters is available from the LA and on school's website.

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

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents/carers of pupils with SEND

The Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS) Provides impartial, confidential and free information, advice and support for parents/carers, children and young people around issues relating to Special Educational Needs and Disabilities

Contact the IASS on 01642 527158 or email sendiass@stockton.gov.uk

The local authority local offer can be found at

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

and the link can be found on the SEND page on the school's website.

6. Monitoring arrangements

This policy and information report will be reviewed by Vicki Dixon (SENDCO) on an annual basis. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Inclusion
- Behavior
- Equality information and objectives
- Supporting pupils with medical conditions
- PSHCE – Mental Health and Wellbeing (Please see below)

Appendix 1 – Attachment:

Mental Health and Wellbeing

Definition

Everyone has mental health and it affects all aspects of life and behaviour.

The World Health Organisation defines mental health as;

“The emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our generic inheritance.” (World Health Organisation)

This policy encourages mental health and wellbeing for all staff, children and Governors. This policy applies to all pupils who attend, and all staff who work at St. John The Baptist Primary School irrespective of role.

The purpose of this policy is to have:

- Resilient, happier and more motivated pupils and staff who get more out of life.
- Improved standards in all subjects.
- Pupils who can concentrate and learn better.
- Pupils who are more engaged in the learning process.
- Improved attainment.
- Improved attendance by pupils and staff.
- Parents and carers who are more involved in school life and learning.
- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school.
- Positive peer relationships.
- Positive and effective relationships between staff and pupils.
- High morale across school.
- A stable, content and consistent workforce.
-

Mental health and wellbeing promotes school success and improvements by:

- Creating a culture to support and maintain positive mental health and wellbeing.
- Enabling those with mental health related issues to self-disclose and seek support in a safe and confidential manner.
- Creating a shared understanding of all aspects of mental health.
- Promoting positive mental and emotional wellbeing by providing information and support.
- Offering guidance and strategies to support pupils and staff to be mentally healthy.

St. John The Baptist Primary School is committed to promoting the mental health and emotional wellbeing of all pupils and staff. In order to do so the Mental Health and Wellbeing Team with the support from school will:

Promoting Mental Health and Wellbeing (Prevention)

- Encourage and support the whole school community to be positive in its approach to mental health wellbeing.
- Have a named champion on the staff team, who is the contact point and who is responsible for co-ordination and delivery of the school's mental health and emotional wellbeing vision.

- Seek to integrate mental health and emotional support across the curriculum.
- Provide guidance and support to all those connected with the school to help them develop confidence in their ability to manage mental health and emotional wellbeing.
- Promote knowledge and understanding of both internal and external support services.
- Provide appropriate training and information to staff on mental health and emotional wellbeing.

Addressing Needs (mechanisms to support children and staff)

- Promote a culture which supports and encourages self-disclosure
- Observe the principles of confidentiality and data protection in respect of mental health and emotional wellbeing.

Appendix 2 – Attachment:

We are an Attachment Aware School.

IN THIS SCHOOL
WE ARE TRAUMA– INFORMED
WE CONNECT BEFORE WE CORRECT
WE STAY CURIOUS NOT FURIOUS
WE UNDERSTAND BEHAVIOUR IS
COMMUNICATION
WE BELIEVE IN CO-REGULATION,
THAT KIDS REGULATE
OFF THE ADULTS IN THEIR LIVES
WE THINK CAN'T—NOT WON'T
WE EMPATHISE WHEN SOMEONE IS
FLIPPING THEIR LID
WE BELIEVE IN RESTORATION NOT PUNISHMENT
WE BELIEVE THAT RELATIONSHIPS BUFFER STRESS
AND BUILD RESILIENCE
ALL OF US NEED ONE ANOTHER, ALWAYS.
RESILIENCE MEANS, WE SEE YOU, WE HEAR YOU,
WE ARE WITH YOU....

Mrs Vicki Dixon and Mrs Elise Pattinson are both trained attachment leads within school. They are responsible for the continuous development of attachment practices and they support staff to implement strategies.

We adopt the PACE approach across school;

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that they will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

Appendix 3 - Thrive Approach:

We are a THRIVE school. For us, this means that we aim to have THRIVE within our whole school ethos and THRIVE approaches across our whole setting.



Thrive is a systematic approach to the early identification of emotional developmental need in children and young people so that differentiated provision can be put in to place quickly by adults working most closely with the child or young person. The Thrive Approach can make learning more accessible, more effective and more fun. It enhances emotional literacy and directly contributes to the development of learning power. The approach is informed by up to date neuroscience, attachment theory, learning theory, child development, studies and research into risk and resilience factors.

We need to address pupils' emotional developmental needs as this helps to build resilience and resourcefulness, helping to decrease the risk of mental illness. For those pupils who have been excluded from school, who may have adverse childhood experiences, Thrive enables them to be met in the most supportive way. It supports staff to have a good enough theoretical understanding of what is going on for these pupils to provide the pupils with the most useful set of skills to know what to do and how to do it. This then will allow pupils to re-engage in learning and increase their life chances.

The Thrive Approach offers practical, effective tools and techniques that work alongside the online assessment and action plan tool, that screen pupil's emotional development within six developmental strands.



Let's help every child
thrive

I always wondered
why somebody didn't
do something to help
these children...

...then I realised I am
that somebody!

To find out more visit
www.thriveapproach.com

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