Special Educational Needs and Disabilities (SEND) Policy

St. John's Primary School. Ealing. W13 0SE

Approved by:		**Date:**
Last reviewed on:	December 2024	
Next review due by:	December 2025	

Contents

1. Aims and objectives 3
2. Vision and values 3
3. Legislation and guidance 4
4. Inclusion and equal opportunities 4
5. Definitions 5
6. Roles and responsibilities 6
7. SEN information report 9
8. Our approach to SEND support 10
9. Expertise and training of staff 13
10. Links with external professional agencies 14
11. Admission and accessibility arrangements 15
12. Complaints about SEND provision 16
13. Monitoring and evaluation arrangements 16
14. Links with other policies and documents 17

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in all the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

St. John's is a fully inclusive school which provides *all* pupils with access to a broad and balanced curriculum. We are committed to making sure every child has the chance to thrive and we fully support them to meet their full potential. Whilst some children may always have special needs, it is also understood that many more children will have special needs at particular times in their lives. The school recognises that every teacher is a teacher of every child including those with SEND. The school is committed to the inclusion of children with special needs, but we recognise there may be reasons for small group, specialist or individual learning in certain situations. As it is a central theme of the school's aims, working to help all children to achieve their full potential, the school is committed to meeting the special needs of the children through all possible means. The school encourages parents to be fully involved in the education of their children as equal partners.

St John's Primary has a Speech and Language Additional Resource Provision (ARP). This is an inclusive provision which caters for up to 25 children from Reception to Year 6. All children in the ARP are subject to an Education Health and Care Plan (EHCP) and have speech and/or language identified as their main area of need. The aim of the ARP is to provide an environment in which the pupils can develop and improve their speech and/or language skills to a degree whereby they can return to their local school, ultimately without support.

All children in the ARP are fully included within the mainstream classes of the school, alongside focused specialist support to develop their speech and language skills and support them in accessing the curriculum (e.g. classroom, small group and 1:1).

For more information about the ARP, please contact the school.

Aims

It is our aim to provide the highest possible education for the children in our care.

- To value each child as an individual regardless of social, cultural, gender or individual differences.
- To encourage every child to reach their full potential. It is the responsibility of all staff to be responsive to different learning styles and facilitate effective learning for all children.
- To enable each child to become socially interactive in an acceptable manner.
- To provide all the children in our school with a broad and balanced curriculum.
- To encourage the child to become an independent learner.
- To enable the child to appreciate their own strengths and to value themselves and others.
- To promote and maintain a happy and caring environment and foster independence, respect for others and the development of self-esteem.
- To manage the behaviours of children experiencing difficulties so that they and their peers can benefit fully from opportunities offered.
- To encourage parents and pupils to take responsibility for their own learning.

3. Legislation and guidance

This 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
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out Governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

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

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

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

5.2 Disability

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

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

5.3 The 4 areas of need

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

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

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment • A medical condition which requires specialist support or supervision, such as brittle bone disease These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at our school is Maria Barnes

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN Information Report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Governing Board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND link governors are The SEN Governor is Dr Margaret Majumdar.

The SEND governo will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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 and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

6.6 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an termly report on the pupil's progress

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

6.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

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

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Class teachers at St. John's will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers at St. John's are aware of SEN and carefully monitor any children who aren't making the expected level of progress in their schoolwork, socially or emotionally. This might include struggling with age related Reading, Writing and Maths tasks, difficulties when trying to express themselves, emotional behaviours which impact learning, or finding social situations difficult to navigate etc.

If the teacher notices that a child needs more support, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will try to fill it. This might include breaking down tasks into smaller chunks, over learning or pre-teaching, tuition, small group work or physical resources to support learning (especially in Maths). Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact parents/carers to discuss the possibility that the pupil has SEN.

The SENDCo will observe the pupil and will look at their exercise books to ascertain the child's strengths and difficulties. They will have discussions with the child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare the child's progress and development with their peers and available national data.

The SENDCo will ask for parental opinion and speak with the child to get their input as well, where possible. The SENDCo may ask about changes at home which could impact learning, and will also consider the child's attendance level at school. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. *This is only ever done with parental permission.*

Based on all of this information, the SENDCO will decide whether the child needs SEN support. Parents/carers will be informed of the outcome of the decision.

If the child does need SEN support, their name will be added to the school's SEN register, and the SENDCo will work with the class teacher to make sure the right support is in place. Parents will be informed of any extra provisions the school has implemented.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will include the pupil and their parents in all decisions made about special educational provision.

When the school is aiming to identify whether a pupil needs special education provision, the SENDCo will have an early discussion with the pupil and their parents, as outlined in section 8.1. Where SEN is identified the school will provide termly reports on the child's progress.

The child's class teacher will meet parents/carers once a term to:

- Discuss with parents/carers their opinions and wishes for their child's support, and how they think the child is progressing
- Set clear outcomes for the child's progress
- Review progress towards those outcomes
- Discuss the support with school will put in place to help the child make that progress
- Identify what the school will do, what school will ask parents/carers to do, and what may be asked of the child
- Take into consideration wishes from the parents/carers

The SENDCo will always be available to attend these meetings to provide extra support.

The school always want to make sure parents/carers fully understand what the school is doing and how and why their child is being supported over and above usual classroom provision. The school fully respects the knowledge parents have of their child and appreciates that behaviours, learning and communication can differ at home from at school.

Parents/carers do not need to wait until the formal teacher-parent meetings. A meeting can be called to discuss a child by a parent/carer at any time by requesting this from the school office.

For children, the level of involvement will depend on their age, and level of competence. The school recognises that no two children are the same, so the SENDCo will decide on a case-by-case basis, with parental input.

The school may seek a child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, etc.
- Discuss their views with a member of staff and/or parents who can act as a representative
- Where a child is unable to communicate because they are pre-verbal, we will ask staff and parents to comment on the child's strengths and weaknesses from their observations and knowledge of the child

8.3 The graduated approach to SEN support

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

1. **Assess**

If a child is not making the expected level of progress, the school will observe and assess to find out what strengths and difficulties the child has. The school will ask for parental and child's input, as well as making referrals to external professionals where necessary.

2. **Plan**

The school will decide what outcomes are intended and will share this with parents/carers, and with the child where appropriate. Parents and children will be able to contribute their own ideas and support, too. The school will make a plan of the support to be offered to help the child meet the desired outcomes. It will be shared with all relevant school staff.

3. **Do**

The school will put the plan into practice. The class teacher, with the support of the SENDCo, will be responsible for working with the child on a daily basis, and making sure the support put in place is having the intended impact. Any interventions conducted will be recorded for baseline and outcome data so that progress can be tracked. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, the class teacher still retains responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

4. **Review**

The school will assess how well the support put in place helped the pupil to meet the outcomes set. The school will use this greater understanding of the child's needs to improve the support offered. These outcomes and any changes to interventions will be discussed at thrice-yearly parent-teacher meetings where the SENDCo will be present.

As a part of the planning stage of the graduated approach, the school will set outcomes that teachers want to see the child achieve. These will often be in line with reaching National Curriculum age-related learning levels, but may be more specific if the child is struggling in a particular area.

Whenever a child is included in an intervention, the school will assess them before the intervention begins. This is known as a 'baseline assessment'. This is done so that staff can see how much impact the intervention has on the child's progress. The school will track the child's progress towards the outcomes set over time, and improve the school offer as staff learn what the child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

8.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. Parents or Carers will be fully included in the application process for the EHCP.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress using intervention data and school standard data
- Pupil Progress Meetings with the Deputy Head and Assessment Coordinator
- Carrying out the review stage of the graduated approach in every cycle of SEN support through the termly parent-teacher meetings
- Using pupil voice weekly
- Monitoring by the SENDCo, including observations of children and staff, attending interventions, book looks and informal meetings
- Holding annual reviews for pupils with EHC plans
- Liaising with external providers of support about individual pupil progress, such as Speech and Language Therapists and the local Behaviour Support Team
- Monitoring attendance where poor attendance may have an impact on outcomes
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Training takes regularly for some specific training, such as Colourful Semantics. For other training it can be either when courses become available through the local education training offer and outreach from special schools, or when it is called in for support with a specific child with a particular need.

At present we have staff trained in the following areas:

All staff They are trained in the requirements of:	The SEN Code of Practice The Equality Act All school policies on teaching and learning; including information on the effective inclusion of children with SEN Zones of Regulation strategies Colourful Semantics Phonics interventions Including: Read Write Inc.

Teaching Assistants Different staff have had training in the following areas:	Makaton PECs Zones of Regulation strategies Colourful Semantics Speech & Language therapy programmes Occupational therapy programmes Supporting children with ASD Supporting children with SLCN Reading support programmes (Reading for Meaning) Phonics interventions Including: Read Write Inc., Touch typing Box Clever Social skills groups Lego therapy groups Bucket groups Cued Articulation
SENDCo Mrs. Maria Barnes	NASENCo Diploma Mental Health First Aider
ARP Leader, Miss E. Malcolm	MSc SLCN in Schools: Advanced Practice
Harriett Mengisen	Place2Be and Place2Talk Counsellor
Care Squibb	ELSA Trained

10. Links with external professional agencies

The school recognises that it will not be able to meet all the needs of every pupil and may require further specialist support or advice. Whenever necessary the school will work with external support services. St. John's has strong links with all these teams. With some rare exceptions, these teams will only be contacted with permission from parents/carers. They include:

Speech and Language Therapists

Educational Psychologists

Occupational Therapists

Ealing Primary Centre (for behaviour needs)

Ealing Service for Children with Additional Needs (i.e. visual and hearing impairment)

Early Inclusion Team

Sure Start Workers

GPs or Paediatricians

School Nurses

Child and Adolescent Mental Health Services (CAMHS)

Education Welfare Officers

Social services and other LA-provided support services

Voluntary sector organisations and Charities

11. Admission and accessibility arrangements

The school does its utmost to work in a supportive capacity for incoming children with SEN, where this is diagnosed needs, parental concerns about development and progress or if the child has an existing EHCP. St. John's staff are keenly aware that working closely with parents during sensitive admissions is the best way of developing strong professional-family relationships which will ultimately help the child.

11.1 Admission arrangements

- Arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN are conducted through the borough admissions system. The school likes to meet with the child and parent, either at school and/or in their own home. All other relevant professionals will be included in the discussion about how best the school can meet the child's needs, either through a meeting, or by reviewing existing external reports. A graduated start programme may be suggested in order to settle the child into school gently.
- Prospective pupils with existing EHC plan will go through the local authority consultation process. The school will review all the paperwork sent by Ealing and consider whether we can meet the child's needs, taking into account relevant legislation from the *Children and Families Act 2014.* This is a formal process. The school recognises that it has an obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs. Where St. John's can meet needs, then the same process as for usual borough admissions apply (see above). We may also contact the previous setting and visit the child there before he/she commences at St. John's Primary School.
- Guidance for admission to the ARP, in addition to the above, are as follows:
  All children at the Provision need an Educational Health and Care Plan (EHCP). Their general abilities fall within the average range, but language and/or speech has been affected so that specialist teaching and intensive speech and language therapy are required. The child will be identified as having Development Language Disorder and/or a significant Speech Sound Disorder by a Speech and Language Therapist.

The school strictly adheres to the LA guidelines for admission of pupils, including those with SEN&D.

11.2 Accessibility arrangements

- **Accessing adjusted examination/testing conditions:** Teachers follow published government guidance to support pupils in accessing both statutory and non-statutory testing. Pupils are monitored to ensure that the support offered is effective and allows pupils to achieve. Extra time (25%) is automatically given to all pupils with an EHCP, and then provided for all pupils for whom reading speed, writing speed or general cognition may be a barrier to success. Pupils may also receive support of a reader during assessments – a familiar member of staff who reads questions aloud during the test or a scribe for pupils

with OT or fine motor needs. Pupils' mental health is monitored throughout any testing period, with emotional support offered by Place2Be/Music Therapist or class teachers if necessary.

- **Accessibility:** Our building is relatively new and is built to accommodate physical needs, with wide doored toilets with lots of space on each floor, flat flooring through the building and a fully working lift. A safe space (ACE Club) is provided for children who benefit from staying indoors at lunchtime for medical, physical or emotional and social reasons. We have a small number of children with complex medical conditions which mean they need separate playtimes to keep them safe. This is arranged through their individual risk assessments. Children with complex physical needs also have a Personal Emergency Evacuation Plan (PEEP). We have EVAC chairs for emergency use when leaving the building, for example, in the event of a fire, when the lift is too far or cannot be accessed.

Please find the school's Accessibility Policy via the link here:
https://www.st-johns.ealing.sch.uk/docs/policies/St_Johns_Accessibilty_Policy.pdf

12. Complaints about SEND provision

If at any time a parent is worried about their child then it is important to contact the school and discuss this so that any issues can be sorted out. Staff take parental concerns very seriously and will do everything possible to resolve them. The first person to contact would be the child's class teacher. If parents still feel concerned then they can contact the SENDCo/Phase Leader to discuss unresolved concerns.

We would expect any problems to be resolved after this. However, if parents still feel that their concerns have not been addressed, they may contact the Head teacher. An appointment can be made via the school office. If parents are still unhappy despite all these discussions then they may contact the SEND Governors, again, via the school office. To see a full explanation of suitable further avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If a parent or carer believes that St. John's Primary School discriminated against their child because of their SEND, they have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, please visit: https://www.gov.uk/complain-about-school/disability-discrimination

Before going to a SEND tribunal, parents or carers can go through processes called disagreement resolution or mediation, where they try to resolve disagreement/s before reaching the tribunal.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENDCo **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following document (these can be found on the school website)
St. John's Ealing - Policies (st-johns.ealing.sch.uk)

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- The Local Offer
  https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0