



Governor Lead: Helen McKee

Nominated Lead Member of Staff: Emily Stanton

Status & Review Cycle: Statutory Annual

Next Review Date: September 2024



St Jude's Church of England Schools Federation

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This school is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Introduction:

St Jude's C of E Schools strongly believes that, as stated in the Special Educational Needs and Disabilities (SEND) Code of Practice (2015), 'all pupils and young people are entitled to an education that enables them to make progress so that they: achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood...'

We respect the unique contribution which every individual can make to the community and seek to both embrace the highest possible academic aspirations for each pupil, as well as accepting individual differences in ability, aptitude and level of skills.

At St Jude's CE Schools, every teacher is a teacher of every pupil, including those with Special Educational Needs and Disabilities (SEND).

Definition of Special Educational Needs and Disability (SEND)

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2015). This states:

- A pupil or young person has special educational needs if he or she has a learning difficulty or disability which calls for a special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Many pupils and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Key Roles and Responsibilities

Our school Special Educational Needs and Disability Co-ordinator (SENDCos): Mrs Emily Stanton

Contact details: school@stjudes.surrey.sch.uk

The SENDCo has day-to-day responsibility for the operation of the school's SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans. The SENDCo works with class teachers, the school governors, parents, outside agencies and teaching assistants to coordinate support for pupils with SEN and disabilities. She also keeps records of pupils identified as having SEND, updating these at least termly. Emily Stanton has gained the National Award for SEN, a Masters of Arts degree in Education (Inclusive Education) in December 2014 and is also the Deputy Head.

Our SEND Governors: Helen McKee and Lloyd Walsh

The SEND Governor, as part of the Governing Body, oversees the school's arrangements for SEN and disability. Together with the SENDCo, they regularly review how expertise and resources are used to address SEND and keep the Governing Body informed about SEND within the school and any statutory obligations.

Department for Education. (2015). Special Educational Needs and Disability Code of Practice: 0 to 25 years. pp 15/16. p.92

Designated Safeguarding Leads: Vicki Chiverton (Headteacher), Pru Ashplant (Deputy), Emily Stanton (Deputy and SENDCo), Sally Wilmshurst (Nursery manager), Sarah Snow (ELSA), Clare Roulet (HSLW)

Member of staff responsible for managing PP/LAC funding: Vicki Chiverton.

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Vicki Chiverton.

Introduction

How was this policy put together?

This policy was created in partnership with the Headteacher, the SEND Governor, SENDCos, representative staff, parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

How can parents or carers access this policy?

This SEND policy can be accessed electronically, via our school website, by clicking on either the 'School Policies and Documents' tab or the 'SEND' tab, both found under 'Information'. Alternatively, a hard copy can be requested from the school office. Please let the office know if you need this to be made available to you in a different format e.g. enlarged font, or if you would like to discuss the policy with our SENDCo.

Context

This policy complies with the statutory requirement laid out in the *SEND Code of Practice 0 – 25 (January 2015)* 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- School SEN Information Report Regulations (2014) (St Jude's SEND Information Report is available on the school website)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Child Protection Policy (this is available on the school website) ^[1]_[SEP]
- Accessibility Plan (this is available from the school office)
- Teachers Standards 2012.

Aims and Objectives

At St Jude's C of E Schools all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and ensure they feel that they are a valued member of the wider school community. We will use our best endeavours to give pupils with SEND the support they need.

Ambitious, educational and wider outcomes will be set for each pupil in partnership with their parents/carers and the pupil themselves. We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

The Four Broad Areas of Need:

At St Jude's C of E schools, we consider each pupil as an individual and look holistically at their individual strengths and needs. We strive to identify Special Educational Needs at the earliest opportunity to ensure that effective and appropriate support can be given.

The Four Broad Areas of Need:

In order to identify a pupil's special educational needs, we refer to the four areas of need as outlined in the Code of Practice for SEND, January 2015:

- *Communication and interaction* – for pupils with speech, language or communication difficulties who may have difficulty understanding or communicating with others. This also includes pupils with Autistic Spectrum Disorder who are likely to have difficulties which can impact on how they relate to others.
- *Cognition and learning* – for pupils who learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties may be specific to one area of the curriculum or may span across multiple areas. Physical disability or sensory impairment may also be present.
- *Social, emotional and mental health* – for pupils who experience social and/or emotional difficulties which affect their behaviour, wellbeing and ability to learn. Behaviours may reflect underlying mental health difficulties or disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- *Sensory and/or physical* – for pupils with a disability which prevents or hinders them from making use of the educational facilities generally provided. Disabilities may involve vision, hearing or may be multi-sensory. Physical difficulties may require additional and ongoing specialist support and resources to ensure the pupil accesses the same opportunities as their peers.

Identifying needs within or across these categories enables the school to plan for the most appropriate provision and ensure the school is resourced adequately to meet the pupil's needs. The school recognises that no two pupils are the same and that a pupil's individual needs may span across one or more of these areas.

Identifying special educational need or disability:

Quality first teaching

At St Jude's C of E Schools, every teacher is a teacher of every pupil, including those with Special Educational Needs and Disabilities (SEND). Class teachers differentiate the learning for the pupils within their class to ensure a broad range of needs are met and each pupil is given the best opportunity to reach their potential. Teachers are accountable and responsible for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Progress and outcomes of all pupils are monitored through termly pupil progress meetings, our monitoring schedule, tracking of groups of pupils and ongoing assessment through class teaching (formative) and more formal (summative) assessments/tests.

INSET and training takes place throughout the school year to develop teachers' understanding and strategies to identify and support vulnerable pupils and their knowledge of SEND. Support for our SEND learners is integral to our teaching and learning policy. This is the first wave of support for all pupils, referred to as 'Wave One Provision'. Further intervention and support take place in addition to this.

SEND support

Pupils are considered as having special educational needs if they find it much harder to learn than most pupils of the same age, or have disabilities that make it more difficult for them in school. They may be attaining well below expected for their age, or making slow progress. Pupils are identified as having Special Education Needs through all the information gathered about the pupil's progress, based on their age, their starting points and against national data and expectations of progress, including:

- Records and information from previous schools or outside agencies.
- Concerns raised by class teachers and other adults involved with the pupil.
- Concerns raised by and discussions with parents.
- Test results and teacher assessments (see assessment policy for further detail).

If a pupil is assessed as needing support which is additional to, or different from that provided at **Wave One** through Quality First Teaching, further support is available through two further Waves of Provision. Some pupils receiving this support may be assessed as having Special Educational Needs.

Wave Two provision is for pupils who need access to short-term, time-bonded interventions, which enable them to accelerate their progress and access the Quality First Teaching/Wave One provision.

Wave Three provision is for pupils who need more intensive, longer-term or specialist support and intervention in order to access the curriculum.

The school endeavors to ensure each pupil receives the right support at the right time. Sometimes, pupils and families experience difficulties outside of school which may be contributing to their pupil's difficulties with learning and development. In these circumstances, we may refer to Clare Roulet, our home school link worker, and it can be useful for school to complete an Early Help Assessment to determine what support or resources the pupil and family need. Through this process, we are able to work in partnership with professionals from

education, health or social care to ensure the pupil and family are effectively supported.

Types of additional support

When it is felt that a pupil requires support that is different and additional to the support provided to all pupils, this can take a variety of forms, including but not restricted to:

- A special learning programme
- Extra help from a teacher or teaching assistant
- Making or changing materials and equipment
- Working with a pupil in a small group
- Observing a pupil in class or at break time and keeping records to find patterns and triggers
- Ensuring they have understood the task through task lists, pupil or adult checking
- Helping a pupil to work with others or play with them at break and lunch times
- Supporting with physical or personal care difficulties.

More information about the types of additional support can be found on our waves of provision document.

The graduated approach:

Where it is considered that a pupil may have Special Educational Needs which require provision that is additional to or different from what is provided to all pupils, we begin a Pathway Process which ensures that any future planning and intervention fully meets the needs of the pupil.

Within the pathway process, a cycle of plan, do, review and assess is carried out. This cycle is called the 'Graduated Approach'. This enables us to take action to remove barriers to learning and to put special educational provision in place. Throughout this process we work in close partnership and consultation with parents, carers and any involved professionals.

This cycle is frequently reviewed and enables parents and professionals working around the pupil to develop a growing understanding of their needs and enables them to identify and implement the support needed to secure good progress and outcomes. For pupils needing more intensive or longer-term support, information about this process is captured on a pupil's Pathway Plan which is constructed by the parents/carers, school staff and any supporting professionals. This plan includes relevant information about the pupil and the family which then enables school to seek the most appropriate assessment and intervention.



Assess: We ensure we regularly assess all pupil's needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations. We listen to the views and experience of parents/carers and the pupil. We have a bank of assessment tools within the school to identify areas of need and track progress. In some cases we will draw on the assessments and guidance from other education professionals e.g. Specialist Teaching Team for Behaviour and Learning, Physical and Sensory Support Service, Educational Psychology, Race Equality and Minority Achievement Staff, Occupational Therapy Service, Speech and Language Therapy and Specialist School Outreach services. We also liaise with professionals from health and social services where appropriate.

Plan: Where SEN support is required the teacher and SENDCo, with the parent/carer, will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil, as well as the expected impact on progress and outcomes, including a date when this will be reviewed. This may be as part of a whole year group provision mapping or on an individual pathway plan. Targets for the pupil will be shared with her/him using pupil friendly language. All the staff that work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do: The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with the TAs or specialist staff who provide the support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher and teaching assistant.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil, either in specific meetings or as part of the school's system of review (parents' evening, reports, pupil progress meetings). This will inform the planning of next steps for a further period or where successful, the removal of the pupil from SEND support. For pupils with an EHCP (see below) the local authority must review the plan at least annually.

Managing the needs of pupils on the SEN register:

With the Pathway Process underway, it may be considered that a pupil has Special Educational Needs or Disabilities which may require provision that is additional to or different from what is provided to all pupils. In consultation and agreement with parents/carers, teacher, SENDCo and any supporting professionals, the pupil will be placed on our SEND register. It is the responsibility of the SENDCo to manage the SEND register and ensure information is kept up-to-date on a termly basis.

The Pathway Process enables us to work in close partnership with parents/carers and any supporting professionals or agencies. The pupil's learning remains the responsibility of the class teacher but interventions may be carried out by a Teaching Assistant or other supporting professionals.

Interventions are recorded on a year group provision map to outline support given, frequency, length, cost and to evaluate effectiveness. Individual targets will be given for each pupil. Pupils with outside agency support or greater needs will have a Pathway Plan, accessed by parents, teachers and the SENDCo and updated at subsequent meetings. It is the SENDCo's responsibility to ensure plans are maintained and updated in consultation with teachers.

As stated above, support may take a variety of forms. For each type of support, however, the support is monitored over a fixed period of time, evaluated and adjusted if needed. We will provide interventions that are research-based and review regularly to ensure effectiveness.

Following the Graduated Approach, termly meetings to review the pupil's plan will take place, either within the annual schedule of parent consultations or where needed, separately to allow a greater depth of conversation. The SENDCo will invite parents/carers, relevant school staff and any supporting professionals to attend the meetings and where appropriate, the pupil will be encouraged to participate.

The level of support and provision is decided on an individual basis and in agreement with parents/carers and supporting professionals. The school uses the Graduated Approach to determine the success and level of SEND support in place and pupils are offered interventions through the Waves of Provision.

Education Health Care Plans (EHCPs)

Despite high quality teaching and purposeful intervention, a small number of pupils and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to request an Education, Health and Care needs assessment. Through this assessment, a multi-agency approach is taken to identify the pupil's needs, to plan appropriate provision and to outline the resources required to deliver this. It may be necessary for a pupil to receive top-up funding in order for the school to provide the support required. The amount of funding available is determined through reference to the local authority's banding matrix, which describes the arrangements required to meet a pupil's SEND.

If it is agreed by the Local Authority that additional support and resources are required, an Education, Health and Care Plan (EHCP) will be prepared. The school seeks to have the pupil and family at the heart of the process of completing an EHCP, with their needs, views and aspirations leading the decision-making process. It will also involve information from a variety of sources including the teacher, teaching assistant, SENDCo and any supporting professionals from education, health or social care.

The Pathway Plan, which contains information about the pupil's progress and development, their One Page Profile and termly Provision Maps, will support this application to request this additional funding.

Full details about the SEND provision at St Jude's C of E Schools is held in the schools' SEND Information Report. This document is available on the school website under the SEND tab.

Supporting parents/carers and young people

St Jude's C of E Schools consider parents' contribution to the life of the school, in particular their own child's progress, to be of crucial importance. We work in partnership with parents to support each pupil/young person's well-being, learning needs, progress and aspirations and have a variety of ways for parents to communicate with us and get more involved in their pupil's learning.

We operate an open-door policy to allow parents to contact staff through informal meetings at the beginning and end of the school day, writing in the pupil's school planner, telephone calls and meetings arranged through the school office. Parents are invited into the school on a regular basis as a parent helper or to attend 'meet the teacher' evenings, curriculum evenings and sharing mornings/afternoons.

Parents will be able to discuss their child's targets and needs at parents' consultations in autumn and spring terms and, as described in the process outlined above, more frequent meetings will be arranged as required.

If school staff become concerned about a pupil's difficulties, parents are contacted to discuss their child's needs as soon as possible. If the school feels it is necessary to seek further professional advice from outside agencies, no formal involvement would take place without the full knowledge and written permission of parents. Informal advice may be sought before contacting parents.

Where parents feel they need additional support from the school or wider community, there are a number of services they may access. St Jude's CE Junior School runs termly SEND coffee mornings, where parents can meet other parents of SEND pupils and learn more about the support provided at school. Surrey has an information, advice and support service where parents can access impartial advice online <https://www.sendadvicesurrey.org.uk/> We also employ a home/school link worker who can support parents and make recommendations on how they can positively engage with their child's learning.

Transition arrangements: Transition to the 'next stage' is an important part of any SEN planning. This includes movement from one class to the next, from Early Years into Key Stage One, to Key Stage Two and the final move to a new educational setting. We have very good relationships with any feeder settings and the settings pupils/young people move onto and share information to support pupils' learning and well-being at transition. Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an additional transition programme, individualised transition booklets and meetings with parents prior to their pupil joining the school. Please see our SEND information report for more detail on transition arrangements.

Surrey's Local Offer - Surrey County Council has published a 'Local Offer' which sets out in one place, information about the provision they expect to be available across education, health and social care for pupils and young people in Surrey from birth to 25 who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The offer includes provision across education, health and social care. The Surrey Local Offer is available at:
<https://www.surreylocaloffer.org.uk/>

Admission arrangements

St Jude's C of E Schools are inclusive schools. The Governing Body aims to be inclusive through providing equal opportunities and access across all aspects of the curriculum for all pupils regardless of their ability, disability, gender or colour. They will not exclude any pupil from consideration for admission on the basis of their special educational needs or disability. Please refer to the School Admission Policy for detailed information about our admission criteria. This policy can be found on the school website.

Access arrangements for exams and assessments are provided in line with current government guidelines. Assessments are carried out to determine pupils' eligibility for extra time in particular and parents will be informed. The headteacher and deputy(s) are responsible for exam access arrangements.

Monitoring and evaluating

The SENDCo and other senior managers monitor the current practice, delivery and provision of SEN within the school. The attendance, educational and social achievements, and integration of pupils with SEN all demonstrate successful implementation.

The Governing Body has a named Special Education Needs and Disabilities Governor who will, with the SENDCo, keep the Governing body informed about SEND within the school and any statutory obligations placed on us by the Government. The SENDCo is a non-voting member of the governing body and attends all full governing body meetings. Through the head teacher report, assessment, feedback and presentations, she informs on matters relating to SEND and provides information regarding the progress and attainment of pupils on the SEND register.

Interventions offered to our pupils are research-based and evaluated for cost effectiveness. The purpose of any SEND support is to remove barriers to learning, develop independence, accelerate progress and provide greater access to the curriculum. Interventions are monitored for their impact on an on-going basis and adjusted accordingly. When selecting the most appropriate intervention, each pupil's individual needs are considered.

In addition to the review of individual interventions, all SEND pupils' progress is reviewed termly, inline with whole school assessments and pupils not progressing are identified as part of pupil progress meetings. SEND provision is also monitored through lesson observations, planning and book scrutiny, drop-ins and TA observations. Feedback from parents, staff and pupils is collected annually and scores and comments about SEND are evaluated to determine future priorities.

The SENDCo regularly attends Local Authority SEND network meetings and maintains local partnerships with schools, in particular those within the Grace Learning Partnership. This ensures that the school is informed of important updates to practice and policy and provides opportunities for the sharing of good practice between colleagues. This information is disseminated to the school staff and the governing body.

The SEND provision forms an important part of school inspection from the Local Authority School Improvement Advisory service and Office for Standards in Education, Pupils' Services and Skills (Ofsted).

In line with all school policies the SEN policy will be kept under regular review by the SENDCo. It will next be reviewed in January 2023.

Storing and managing information

Pupils' progress is reviewed throughout the year, through both informal and formal assessments. Information regarding the pupil's progress, attainment and SEND provision is regularly recorded and information gathered through meetings with parents/carers and supporting professionals is held in school. This information supports the process of planning the most effective support for a pupil. Reports and Special Educational Needs records are stored on the secure computer system and paper copies are stored in a locked cabinet in the SENDCo's office and shared with class teachers and teaching assistants where appropriate. Children's records can be available to parents on request.

Resources are stored in the SENDCo's office and SEND teaching rooms. They are available to all members of staff and shared between year groups. It is the SENDCo's responsibility to monitor and restock resources where necessary.

Medical conditions

The Governing Body of St Jude's C of E Schools takes full regard of the statutory guidance issued by the Government following the Pupils and Families Act (2014), and the Equality Act (2010) in

ensuring that arrangements are in place to support pupils at school with medical conditions and/or disabilities. In doing so, we ensure that pupils with medical conditions and/or disabilities should be properly supported so that they can access and enjoy the same opportunities at school as any other pupil e.g. school trips and physical education.

The focus is on the needs of each individual pupil and how their medical condition and/or disability impacts on their ability to learn, their confidence and their self-care. Staff work closely with the parents/carers to ensure that important information is shared and recorded and to equip the school to provide effective support for the pupil.

Our School leaders, including the SENDCo, consult health and social care professionals, pupils and parents to ensure that the needs of pupils with medical conditions and/or disabilities are effectively supported. We ensure that staff are properly trained to provide the specific support that a pupil may need.

A healthcare plan may be completed by the school in partnership with parents/carers and any supporting healthcare professionals. This outlines the most important information with regards to the day-to-day management of the pupil's medical needs and/or disabilities, access to facilities and if necessary, the procedures which need to be followed in the event of an emergency. It is sometimes necessary for the school to complete a risk assessment, to ensure any possible hazards have been identified and the necessary control measures to be put in place to reduce the risk of harm to the pupil.

These documents will be reviewed regularly or when new information needs to be included.

Some pupils may also have Special Educational Needs and may have an Education, Health and Care Plan which brings together health and social care needs as well as their special educational provision.

Children who are particularly vulnerable

St Jude's C of E Schools recognise that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

To ensure that all of our pupils receive equal protection we will give special consideration to children who are disabled or have special educational needs. We recognise that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with *Working Together to Safeguard Children (2015)* and *Keeping Children Safe in Education (DfE, Sept 2023)* and share information between professionals and agencies where there are concerns.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 is not a barrier to sharing information where the failure to do so would place a child at risk of harm. (See Child Protection policy, available on the school website).

Training and Development

Training and development needs of all staff are identified through the school's Performance Management programme. Annual priorities for professional development are identified within the School's Development Plan. Professional development is closely linked to the existing cohort of pupils and ensures that staff are fully equipped to deliver SEND provision. The SENDCo provides induction to new members of staff in relation to SEND policy and practice.

Training may be delivered through staff meetings, Teaching Assistant meetings and INSET as a whole school issue. All staff are encouraged to attend specific, relevant training courses. In-house training is provided by the SENDCo or supporting professionals e.g. Surrey Specialist Teachers, Educational Psychologist, Health Professionals.

The SENDCo attends regular Network meetings, courses or conferences to maintain professional knowledge and expertise or share practice with colleagues.

Individual teachers and Teaching Assistants within our team have developed skills within specific areas of SEN provision. This enables them to deliver interventions or offer specific support to pupils
e.g. We have an Emotional Literacy Support Assistant (ELSA).

Comment, complements and complaints

We welcome feedback from parents/carers, pupils and supporting professionals regarding our SEND at St Jude's. This feedback enables us to evaluate our provision and prioritise future actions.

Feedback, including complaints, should be addressed in the first instance to SENDCo. If this is not resolved it should be taken to the Head teacher and ultimately to the Chair of the Governing Body who will follow the complaints procedure. Further information about how the school will respond to complaints and the school complaints form can be found on the 'school policies and documents' section of the website.

Appendix 1: Roles and responsibilities

Responsibility of the Governing Body:

- to appoint a governor with specific responsibility for SEN who will liaise with the SENCO
 - reviewed annually at Autumn FGB meeting
- to have regard for the Code of Practice when carrying out their duties towards children with SEN
 - Training/updates for the governing body annually
- to evaluate the educational provision for pupils with SEN
 - reported through HT reports to governors termly
 - report from SEN governor annually
- to ensure the School Information Report provides an annual evaluation of the SEN provision and this is published on the school website.
 - The SENCO will meet with the SEN Governor termly in order to evaluate the provision map, SEN Action plan and to look at the SEN register
 - The SENCO will also prepare a termly report to Governors
- to have clear arrangements for dealing with complaints from parents of pupils with SEN

Complaints procedure: see Complaints Policy

- have clear arrangements for in-service training for staff in relation to SEN
 - The SEN action plan will provide aims for CPD on a term by term basis.
 - Further CPD will be planned following discussions between staff and SENCO.
 - CPD will also be targeted towards particular needs of the cohort at the time.
 - SEN Governor will discuss training needs and how these are met.

Responsibilities of the Headteacher

- to be the 'responsible person' as described in the Code of Practice
- to ensure the SENCO has enough time and administrative support to carry out SENCO duties
- determine the use of financial resources, staffing levels and staff deployment
- ensure staff development, in-service planning for governors, teachers and teaching assistants
- monitor data analysis and report back to governors

Responsibilities of the SENCO

- Emily Stanton is the current SENCO, responsible for co-ordinating the day-to-day SEN provision
- attend termly progress meetings to review individual progress and attainment
- meet with class teachers formally once a term to discuss those on the SEN register against their outcomes/ targets to support in the review of plans ahead of sharing with parents
- create and update a SEN register every term
- to plan additional provision for SEN children through a termly provision map and monitor its impact on pupil outcomes
- to ensure that relevant information about individual children with SEN is collected, recorded and updated
- support teachers in informing parents when their child is on the SEN register and when evaluating "Pupil SEND support Arrangements".
- monitor "Pupil SEND support Arrangements" documents termly
- liaise with parents/carers, staff
- liaise with outside agencies for support and advice
- liaise with junior schools, secondary schools and/or Nurseries in transition arrangements
- meet regularly with parents to discuss SEN needs
- organise interim and EHC Planning reviews
- strategically plan the continuing professional development of staff
- support teacher planning and curriculum differentiation
- monitor the standard of quality first teaching across the curriculum and all Key Stages
- provide a termly SEN report for Governors informing them of the effectiveness of the SEN policy
- evaluate the provision annually through the School Information Report and publish this on the website

Responsibilities of Class teachers

To pupils

- provide an inclusive and differentiated classroom environment/curriculum, including St Jude's SEN 5 a day strategies:
 1. Pupils are supported in **maintaining concentration** – using visual timetables, task boards, praising good listening, chunking information, explicit instructions, asking children to repeat back, using timers.
 2. **Vocabulary** is explicitly taught and developed – slides included on presentations, identified in planning, all staff aware of key vocabulary and model it.
 3. **Scaffolding** is used to support learning–
 - visual (task planner, visuals, examples)
 - verbal (adult support/questioning using the least support first (see appendix) written (word bank, writing frame, boxing up sentence starters)
 - This scaffolding is used to support independence as opposed to learned reliance. This is gradually removed after practice.
 - Manipulatives will be used to deepen understanding of mathematical concepts.
 - Colourful Semantics® is the tool used in English lessons to specifically build understanding of sentence structure.
 4. **Modelling** is part of teaching cycle presentations: clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice. Verbal rehearsal is encouraged, particularly in English lessons.
 5. **Emotional regulation** is supported– Boxall profile used for assessment, zones of regulation modelled, referred to and explicitly taught, social stories used to support understanding. Good relationships are developed between staff and pupils.
- show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter
- have high expectations of SEN pupils, expecting them to make progress against their personal targets
- follow SEN procedures
- plan for individual needs and support teaching assistants in providing any individualised learning programmes, working with the SENDCo to create provision maps
- plan for teaching assistants within the classroom
- regularly assess the needs of pupils and identify the needs of individuals within the class
- meet SENCO formally, termly to discuss children with SEN and identify children who are making less than expected progress
- seek and follow advice from the SENCO and outside agencies
- Attend meetings with outside agencies, take notes (actions in bold), follow advice and provide feedback where requested.

- Complete IEPs termly, reviewing progress against targets and setting achievable new ones.

To parents

- discuss progress with parents and keep them fully informed of any interventions that are supporting the child
- seek permission from parents if outside agency assessment is required and keep parents fully informed at all times
- keep parents informed of any interventions that their child is receiving and involve them in discussions relating to their child
- with support from SENCO, inform parents once a child has been placed on the SEN register
- meet parents formally on a termly basis to share the review of current targets and to discuss new targets
- prepare report with SNA/teaching assistants for ECHP Review Meetings and attend EHCP reviews