



SEN Policy

This policy should be read alongside our Behaviour Policy and Mental Health and Wellbeing

**This policy was last revised and adopted by the Governing Board in:
September 2024**

After each revision the policy is circulated to all Governors and school staff and on the school website.

The policy is to be reviewed by the Governing Board in: 2027

School Mission Statement

Jarrow Cross Church of England Primary School seeks to provide a caring Christian environment where everyone is welcome and given the opportunity to develop their full potential.

Rationale

At Jarrow Cross we aim to ensure that all our pupils have equal access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.

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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report

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 (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of provision and opportunity for pupils with special educational needs and/or disabilities.
- To provide full access to a broad and balanced curriculum.
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To involve parents/carers at every stage in plans to meet their child's additional needs.

- To involve the children themselves in planning and any decision-making that affects them.

Roles and Responsibilities

Mrs Gemma Watson is the Special Educational Needs Coordinator (SENCO) and is responsible for overseeing the day to day operation of this policy.

The **SENCO** will:

- Meet with each class teacher to discuss additional needs and concerns and to review provision maps and pupil profiles.
- Be alerted to newly arising concerns through, and will discuss such issues with, the class teacher.
- Together with the Head teacher, monitor the quality and effectiveness of provision for pupils with SEND through classroom observation and work scrutiny.
- Liaise with parents of pupils with SEND.
- Liaise with other schools, educational psychologists, health and social care professionals and other support agencies.

The SENCO is required to have specialist training in Special Educational Needs (National Award in Special Educational Needs Co-ordination). Mrs Watson gained her qualification in August 2017.

Reverend Lesley Jones is the link governor responsible for SEN.

The **SEN governor** will:

- Help to raise awareness of SEND issues at governor meetings.
- Monitor the quality and effectiveness of SEN and disability provision
- Work alongside the headteacher and SENCO to determine the strategic development of the SEND policy and provision in school.

Mrs Susan McBeth is the headteacher.

The **headteacher** will:

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

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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him or her for the following reasons:

- They have a significantly greater difficulty in learning than the majority of others the same age.
- They have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream.

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

Access to the Curriculum

Teachers have high expectations for all pupils and are responsible and accountable for the progress and development of 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. In planning and teaching, teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. However in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted intervention activities planned to meet particular needs. These interventions may be run by a teacher or a trained teaching assistant. We have access to training and support for staff, based on the needs of pupils within school.

Identification and Assessment Arrangements, Monitoring and Review Procedures.

The school has a system for regularly observing, assessing and recording the progress of all children, class teachers will make regular assessments of progress of all pupils and identify those children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- On entry assessment using EYFS profile.
- Progress measured against the objectives in Literacy and Maths.
- Progress measured against the P level for the end of a key stage.
- Independent work produced by the pupil
- Standardized screening and assessment tools.
- Observations of behavioural, emotional and social development.
- An existing EHCP
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- Another school or LEA which has identified or has provided for additional needs.

Where pupil's progress is identified as significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that they have SEND.

There can be many reasons for learners falling behind, including absences, worries that distract them from learning and difficulties due to medical conditions. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

If a learner is identified as having SEND, parents/carers will be invited to a meeting to share our concerns and to draw on parents' knowledge and expertise in relation to their child.

Support for children with SEN

When providing support that is additional to or different from the approaches and learning arrangements normally provided, we engage in a four stage-process:

Assess, Plan, Do and Review

Assess- this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

Plan- this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a provision map and will form the basis for termly review meetings, held as part of Parent/Teacher Consultations.

Do- providing the support- extra assistance for learning or learning aids- as set out on the provision map.

Review- measuring the impact of support provided, and considering whether changes to that support need to be made.

While the majority of learners with SEND will have their needs met, some may require an EHCP needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Opportunities for Enrichment

At Jarrow Cross C of E Primary School we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. All of our extra-curricular activities and school visits are available to all our pupils, including before and after school clubs. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Please contact us if your child has any specific requirements for extra-curricular activities.

Preparing for Next Steps

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND.

Consequently, we work closely with parents, children and staff to ensure there transitions run as smoothly as possible.

Planning for transitions within the school will take place in the Summer Term; Arrangements for transition to Secondary School for pupils with SEND will be planned according to individual need.

Admission Arrangements

Admission arrangements for Jarrow Cross C of E Primary School are determined by the Local Authority current admission policy.

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents/carers of children with an EHC plan pending will be invited to discuss the provision that can be made to meet their identified needs.

Review date: September 2027