



ST JOHN'S SCHOOL

SIDMOUTH, UNITED KINGDOM

SEND and Inclusion Policy

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND Code of Practice 2014 (updated April 2020) DfES
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

Independent Schools Inspectorate framework 2023

Equality Act 2010

Children and Families Bill 2013

Inclusion Statement and equality objectives

- St John’s endeavours to achieve maximum inclusion of all children whilst meeting individual needs. We believe that all learners should have equal opportunities and teachers will endeavour to reduce and remove inequalities and barriers that already exist.
- Teachers provide differentiated learning opportunities and resources suited to the diverse interests and abilities of all children
- English as an Additional Language (EAL) is not classified as a Special Educational Need, but differentiated work and individual learning opportunities are provided for students learning EAL (please refer to the EAL policy for more details).
- St John’s focuses on individual progress as the main indicator of success.
- St John’s strives to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
 - Some students may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students catch up.
 - Some students will have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these students. These will be provided, initially, through quality first teaching and additional SEND support if required.

Aims and Objectives of this Policy

The aims of our SEND policy and practice in this school are:

- To ensure curriculum access for all students, recognising their unique needs.

- To secure high levels of achievement for all whilst recognising and respecting differences.
- To meet individual needs through a wide range of provision by basing practices on sound evidence.
- To attain high levels of satisfaction and participation from students, parents and carers. This involvement aims to foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- To carefully map provision for all learners to ensure that staffing deployment, resource allocation and choice of intervention are leading to good learning outcomes.
- To ensure a high level of staff expertise to meet student needs, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners.
- To set high expectations for every student.

The SEND Code of Practice 0-25 promotes the use of the ‘assess, plan, do, review cycle’.



St John's follows the 'assess, plan, do, review' cycle for all students with specific needs and/or learning barriers.

Evidencing the 'assess, plan, do, review' cycle - for individual children and young people:

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers.
- teacher assessments and observations.
- student's current attainment (INCAS results or specific assessments such as WRAT5, YARC).
- student's previous progress and attainment.
- tracking of progress and comparisons with national data.
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENDCo, parent/carers and student, agree on a plan of action to include:

- time limited outcomes for the student.
- the adjustments, support and interventions to be put in place.
- a date for review.

This can be detailed as specific targets on an individual education plan (IEP), usually reviewed at the end of each term (before if appropriate). Some students will have a pupil profile (PP) detailing what strategies teaching staff should incorporate into the classroom.

Do - all the student's teachers and support staff are made aware of the IEP/PP and implement the adjustments, support and interventions. IEP's and PP's are on the school's Google Drive for easy access and are only shared with appropriate staff.

Teachers are responsible for:

- differentiating and personalising the curriculum.
- delivery of 'additional and different' provision for a student with SEN.

The SENDCo is responsible for:

- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff.
- linking interventions to classroom teaching and communicating these with the class teacher.

Review - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with the student and parent/carers, seeking their views and amending targets or ceasing the IEP/PP if required. Progress is shared with both parents/carers and students during scheduled meetings, ensuring all parties are involved in the process of evaluating and adjusting the provision.

SEND register

All learners will have access to quality first teaching. Quality First Teaching (QFT) is a style of teaching that **focuses on high quality and inclusive teaching for every child** in a classroom.

If deemed appropriate some learners will have access to regular interventions. Students identified as underachieving and needing accelerated progress, who may not necessarily have special educational needs, will also receive appropriate interventions. This is considered to be a differentiation of the usual school curriculum and where possible will be within the classroom.

All students with a diagnosed SEND or identified as underachieving will be included on either the whole school SEND register or the monitoring register. **The SEND register is not diagnosis led** but clearly identifies those students who require 'additional to' and 'different from'. Entry and exit criteria for the SEND register/monitoring list can be seen in appendix 1. The provision for each individual student will depend on the degree of need.

Categories of need are as follows:

- Wave 1: Quality First Teaching provides a multi-sensory approach across all curriculum areas to cater for the varied abilities of all students. This ensures appropriate and accurate differentiation to enable all children access to all areas of the curriculum. All teachers use a variety of resources, visual aids and equipment in lessons to allow children to have practical access to the curriculum. This supports and enables all children to demonstrate their knowledge and gives them ample opportunity to show their learning in a variety of ways.
- Wave 2: Students requiring in-class LSA support or targeted skills groups, working in small groups with an LSA or the SENDCo to improve understanding and address gaps in learning. These students may have IEPs/PP's if appropriate.
- Wave 3: Students who require regular individual support. There may be external agency involvement including SALT, CAMHs, Occupational therapists and Educational Psychologists. These students will have regularly reviewed IEPs.

Identification and Assessment

SEND identification and next steps can be seen in the flow chart in appendix 2.

Children's needs should be identified and addressed as early as possible through the following strategies:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school student progress data such as INCAS or CAT4.
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns.
- tracking individual children's progress over time.
- liaison with Nursery on transfer and feeder nurseries.
- information from previous schools.
- information from other services.
- maintaining the SEND list for all vulnerable learners but which clearly identifies students receiving Additional SEND Support . This list is updated regularly through meetings between the teachers and SENDCo.
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language or input from an Educational Psychologist.
- involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for SEND and vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students.

- Teachers differentiate work as part of quality first teaching.
- other small group withdrawal.
- individual class support / individual withdrawal.
- bilingual support/access to materials in translation.
- further differentiation of resources.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for SEND and vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCo.
- on-going assessment of progress made by intervention.
- scrutiny of planning by SMT as necessary.
- teacher interviews with the SENDCo.
- in/formal feedback from all staff.
- student and parent interviews when setting new IEP (Individual Education Plan) targets or reviewing existing targets.
- student, parent and teacher input when reviewing pupil profiles.
- student interviews when formulating individual provision.
- student progress tracking using assessment data whole-school processes
- monitoring IEPs and targets, evaluating the impact of the target on students' progress.
- attendance records and liaison with the Head of Pastoral Care and other interested professionals.
- regular meetings about students' progress between the SENDCo, class teachers and the Head's of Junior and Senior Schools to review data. The purpose of these meetings is to establish whether any general patterns are emerging and to identify and monitor SEND/vulnerable students.

Additional SEN Support

- Students will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014 (Updated 2020).
- It may be decided that some, but not all students on the SEND list will require an individual education plan (IEP) to ensure their underlying special educational need is being addressed through SMART targets. This would

particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision.

- Some students whose needs do not require SMART targets may have a pupil profile (PP). The PP communicates particular strategies or resources that are personal to that student, this is then shared so that teaching staff can incorporate these in the classroom.

Our approach to IEPs/PP's are as follows:

Our Individual Education Plans:

- are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for students with special educational needs. They are seen as a working document which can be constantly refined and amended.
- will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- will be accessible to all those involved in their implementation – students should have an understanding and “ownership of the targets”.
- will be based on informed assessment and will include the input of outside agencies.
- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- will be time-limited – regularly reviewed, there will be an agreed “where to next?”
- will have a maximum of four short / medium term SMART targets set for or by the student, which will be regularly reviewed.
- will be reviewed termly by SENDCo in consultation with the class teacher, parents and child and on occasions an Educational Psychologist.

Targets for an IEP will be decided through :

- Discussion between teacher and SENDCo.
- Discussion, wherever possible, with parents/carers and the student.
- Discussion with other professionals as appropriate.

Our Pupil Profiles:

Follow the same process as IEP's but focus on strategies and adjustments to use in the classroom rather than SMART targets.

Inclusion of students who are looked after in local authority care

St John's recognises that: Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school;
- ensuring that children who are 'looked after' have access to the appropriate network of support;
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals;
- preparing a report on the child's educational progress to contribute towards the statutory review (these are usually held at termly intervals or more frequently if there is a concern);
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team;
- liaising with the child's social worker to ensure that there is effective communication at all times;
- celebrating the child's successes and acknowledging the progress they are making.

Our school works closely with the county's Virtual School (VS) for Children. The Virtual School has a statutory responsibility to promote the educational outcomes of looked after children and offers advisory support to schools for children who have a social worker. We engage with the Virtual School to ensure that Personal Education Plans (PEPs) are completed and regularly reviewed, and that admissions, attendance and exclusions are monitored to promote the best life chances for these students.

Management of Inclusion at St John's

The Head of School and the directors have delegated the responsibility for the on-going implementation of this SEND Policy to the Special Educational Needs Coordinator (SENDCo). The SENDCo reports regularly to the Head of School and the governor with responsibility for SEND, Mr Darryll Lottering.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of all students including those with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times.

Head of School responsibilities:

- Monitoring and evaluating progress of all students
- Strategic decision-making to maximise learning opportunities
- Delegating daily implementation to the SENDCo and EAL Coordinator
- Receiving reports through:
 - Analysis of progress tracking
 - Regular SENDCo meetings

Special Educational Needs and Disabilities Coordinator responsibilities:

Following the SEND Code of Practice 2014 (updated 2020), the SENDCo will:

- Maintain and analyse the SEND register and monitoring list
- Coordinate provision for students with SEND
- Liaise with and advise teachers
- Manage classroom staff supporting vulnerable learners
- Oversee records for students with SEND
- Liaise with parents alongside class teachers/tutors
- Contribute to staff training
- Oversee Year 11 transition planning
- Ensure IEPs and PPs are effectively used
- Regularly evaluate interventions
- Attend SENDCo network meetings and training
- Liaise closely with external agencies

Class teacher responsibilities:

Teachers must liaise with the SENDCo to:

- Identify vulnerable learners
- Determine if students should be placed on the SEND register or monitoring list
- Deliver differentiated teaching

- Provide opportunities for work on additional targets
- Deploy resources effectively

Staff training and expertise:

In line with Section 5.7 of the SEND Code of Practice:

- SENDCos appointed after 2008 must hold or gain NASENCo accreditation within three years.
- Our SENDCo, Mrs Jenni Yeoman, completed the NASENCo award in July 2019.
- The SENDCo will attend local network meetings.
- Specialist expertise will be commissioned externally with quality assurance measures in place.

Equipment and facilities:

- SEND budget is negotiated annually according to need.
- Equipment and specialist expertise will be sourced externally as needed.
- Recruitment for support staff will follow safer recruitment and equal opportunities policies.

Partnership with Parents/Carers

We work in partnership with parents by:

- Collaborating with external agencies
- Actively involving parents in their child's education
- Encouraging open communication
- Valuing strengths as well as needs
- Co-developing and monitoring targets
- Keeping parents informed during assessments and decisions
- Signposting to Parent Partnership services
- Providing accessible information, including translations where needed

Involvement of Students

We involve students by:

- Encouraging them to voice opinions about their education
- Helping them identify learning needs
- Involving them in target setting and review
- Enabling self-monitoring of progress

Effective Transition

Planning for transitions includes:

- Early identification and planning
- Offering transition meetings for Year 11 students
- Providing transition timelines
- Arranging additional visits as needed
- Facilitating communication with next-phase providers

Admission Arrangements

In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school,*).

It must be noted that St John's is not a Section 41 school and therefore does not have the facilities and resources to support students with *significant* learning, physical or social/emotional differences but will do all that is reasonable to comply with its legal and moral responsibilities under current norms and regulations in order to accommodate the needs of students who have disabilities for which, with reasonable adjustments the school can cater adequately. Should significant signs of learning difficulties become apparent following enrolment in the school, we will consult with parents and strive to support the student within the extent of our learning support resources and capabilities. However, we reserve the right to review a student's progress and determine the appropriateness of his/her continued enrolment in the School. If we determine that we are unable to accommodate a student's special needs, we will endeavour to direct parents to more suitable options.

Complaints

Complaints regarding SEND provision will be dealt with initially by the class teacher and SENDCo, escalating to the Head of School if unresolved, and following the general Complaints Policy if necessary.

Links with Other Services

Effective working links will also be maintained with:

Exam Access Arrangements Assessor - Contact : Mrs Amanda Free

Information on where the local authority's local offer is published.

See <https://new.devon.gov.uk/send/>

This policy will be reviewed annually by the SENDCo and Head of School.
Last reviewed April 2025

Head of School: Mr Bryan Kane: bryan.kane@iesmail.com

The name and contact details of the SEND co-ordinator.

Mrs Jenni Yeoman SENDCo: jenni.yeoman@iesmail.com

The name and contact details of the English as an Additional Language
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