St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

Policy Title:	**SEND** (Special Educational Needs & Disabilities)
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Change Record				
Version Number	**Date Approved**	**Governing Board Minute Reference**	**Description of Amendments**	**Review Date**
1.0	6.12.21	*SCC minutes 16.11.21 FGB Minutes 6.12.21*	*Reviewed by policies working party and SCC then ratified by FGB. Current separate local offers and information reports to stand with joint ones to be produced in Spring 1.*	*Dec 2022*
1.1	5.12.22	*SCC Minutes 22.11.22 FGB Minutes 5.12.22*	*Reviewed by SCC: Pg2 SEND Code of Practice updated to 2015. First paragraph re vision added. Recommended for ratification by FGB. NB: Local offers/info*	*Dec 2023*
1.2	4.12.22	*SCC Minutes 14.11.23 FGB Minutes 4.12.23*	*Reviewed by SCC and recommended to FGB; ratified by FGB*	*Dec 2024*
1.3	25.2.25	*SCC Minutes 25.2.25 FGB Minutes 31.3.25*	*Update version number and dates. Use Inclusion Manager/SENCO throughout the policy*	*Dec 2025*
1.4	8.10.25	*S&C 25.11.25 FGB 8.10.25*	*Update version number and dates, contents page numbers, include inclusion manager item 3.3*	*Dec 2026*

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St John and St Nicolas Schools Federation
Special Educational Needs and Disabilities Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

1. Aims and purpose

The Special Educational Needs & Disabilities (SEND) Policy reflects the federation's aim to value every individual equally, providing opportunities for all students to:

- fulfil their potential
- develop confidence and self esteem
- enjoy and value learning
- develop personal responsibility and respect

The fundamental objective of the federation's SEND policy is to provide the supportive framework within which children requiring assistance are identified in order that teaching and learning is matched to the children with special educational needs and disabilities as set out in the SEND Code of Practice 2015. The parents and children will be involved in the decision making on how best to support learning.

Special Educational Needs and Disabilities are defined as:
A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age or

b) Have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

2. Guidance

The federation's Inclusion Manager/SENCO (Special Educational Needs Co Ordinator) leads on implementing the SEND policy throughout the federation.

2.1 The Graduated Approach

In line with the SEND Code of Practice 2014, SEND is supported through the 'Plan, Do, Assess, Review' process.

When staff identify that a child has SEND (Special Educational Needs/Disability), class teachers, in consultation with the Inclusion Manager/SENCO, devise interventions additional to or different from those provided as part of the federation's usual differentiated curriculum offer:

- Class teachers remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme
- A Support and Achievement Plan (SAP) will usually be devised and discussed with parents / carers and the student.
- The Inclusion Manager/SENCO could take the lead in:
    - planning future interventions for the child in discussion with colleagues
    - monitoring and reviewing the action taken
    - involving help from other external agencies, and disseminating advice and support from these agencies to teachers.

2.2 Education Health and Care Plans (EHCP)

Some children will have special educational needs and disabilities greater than that which can be supported at school level. These children could have an EHC plan. EHC plans provide additional funding and expected outcomes for the child with SEND. A plan will be put in place so that special educational needs and disabilities provision can be made for the child. The provision must be additional to what can reasonably be provided by a mainstream school:

- Class teachers remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme with the help of the Inclusion Manager/SENCO and other advice from outside agencies.
- A Support and Achievement Plan (SAP) will be devised and reviewed on a regular basis.

The Inclusion Manager/SENCO would take the lead in:

- Involving help from external agencies, and disseminating advice and support to teachers.
- Monitoring and reviewing progress of interventions and attainment.
- Reviewing the EHC plan formally once a year, involving the parents, Inclusion Manager/SENCO, class teacher, teaching assistant and other professionals, as appropriate.

2.3 Working with Parents and Children

The Inclusion Manager/SENCO, class teacher and all other staff, have an important role in developing positive and constructive relationships with parents/carers.

The Inclusion Manager/SENCO would also take into account the views and wishes of the child.

It is also recognised that all children with SEND should be offered a broad, balanced and relevant education, including the appropriate parts of the National Curriculum.

3. Implementation

3.1 Admission Arrangements

The federation admits children who have been identified as having special educational needs and disabilities; good liaison with feeder settings ensures that the full records are transferred. There is an early review of each child's special educational needs and disabilities and the provision is put in place.

All children with SEND are placed on the Special Needs and Disabilities Register where their provision will be met through the 'Plan, Do, Assess, Review' strategy which involves input from all staff.

3.2 Identification of SEND

Information to generate a profile of each student is gathered from:

- Transfer information on entry
- Assessments that take place in school
- Class teachers and other staff

If further assessment is needed, the Inclusion Manager/SENCO can assess for Specific Learning Difficulties (SPLD). This information is used:

- To identify children on the SEND Register.
- To inform the implementation of the various intervention programmes, with respect to English and Maths, and social and emotional support strategies are used throughout the schools.
- To produce Support and Achievement plans
- To inform teachers in their planning of appropriate teaching and learning strategies.

3.3 SEND Register

The Special Educational Needs and Disabilities Register, giving details of interventions, is maintained by the Special Educational Needs Co-ordinator (SENCO) and Inclusion Manager.

3.4 Support and Achievement Plans

The development of children with special educational needs and disabilities is fostered through carefully structured SAPs, which are regularly reviewed and support high levels of achievement for all.

4. The SEND Policy in practice

4.1 Staffing

The federation employs an Inclusion Manager/SENCO, part of whose job is to focus on special educational needs and disabilities.

Additionally, teaching assistants and other support staff are trained to provide quality interventions to identified children with SEND.

4.2 Training and Development

The Inclusion Manager/SENCO will produce an annual development plan, which identifies training needs.

4.3 Outside Agencies

The federation works with a variety of outside agencies to support children with Special Educational Needs and Disabilities. These include:

Educational Welfare Officer
School Nurse
Educational Psychologist
Sensory Support Services
Occupational Therapist
Cognition and Learning Team
Autism Support Teacher
Therapeutic Thinking Team
Specialist Support services linked to various aspects of SEND

4.4 Inclusion

All children on the Special Needs and Disabilities Register are fully included in mainstream school life, where appropriate. All children are encouraged to take part in all aspects of school life; sport, drama and music competitions, educational visits and all extra - curricular activities. Any withdrawal lessons for 1:1/small group interventions are carefully planned to minimise disruption.

4.5 Complaints Procedure

Complaints regarding SEND children will follow the same procedure as with all other complaints.

5: Policy Review

This SEND Policy is reviewed by the governors' Standards and Curriculum committee, and approved by the federation Governing Board annually.