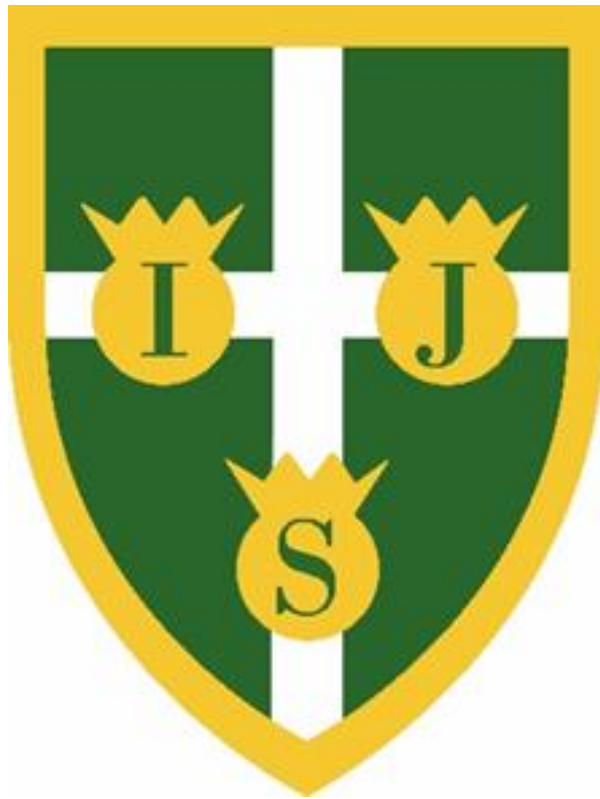


**Ingrave Johnstone  
Church of England Primary School**



**SEN Policy**

**Agreed by Governors: Spring 2025**

**Review Date: Spring 2028**

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# Ingrave Johnstone C of E Primary School

## SEN Policy

### 1. Introduction

This policy is based on the revised Code of Practice dated 2015. It should be read in conjunction with the Child Protection and the Admissions Policies.

The term 'SEN' refers to special educational needs and/or disabilities throughout this policy.

We endeavour to ensure our school is a happy, caring community where all feel valued and secure. We respect the contributions made by all children, professionals and parents and carers to help improve and preserve our inclusive school community.

We appreciate and value the best efforts of every child in all aspects of school life, and support them as they realise their potential.

We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

### 2. Our Christian Values

Our policy aims to establish a positive school ethos based upon Christian values, and promote effective learning and well-being by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour.
- Effective behaviour management strategies.
- Processes which recognise, teach, reward and celebrate positive behaviour.
- Processes, rules and sanctions to deal with behaviour below expected standards.

We are a Church school and our aims are based upon Christian vision of **+ We can do everything together, loving and learning through God +** and on our school values of Initiate, Nurture, Grow, Resilience, Achieve, Value and Enjoy. These have been discussed and agreed by all our stakeholders.

### 3. Aims

At Ingrave Johnstone we aim to promote positive learning for our children with SEN through:

- Ensuring they feel a valued part of the school community.
- Providing a safe and supportive environment.
- Having access to a range of teaching and learning strategies to suit their needs.
- Promoting independence and resilience as a learner, without over-reliance on adult support.
- Identifying and addressing needs as quickly as possible.

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- Communicating their needs appropriately throughout the school.
- Encouraging parents and carers to maintain close links with the school to help support their child throughout their learning and development – for example, through attending meetings, Parent-Teacher Consultation appointments, and following up on recommendations made with input at home.
- Making effective use of all support services available to us wherever possible.

#### **4. Working with Parents**

We appreciate and encourage support from parents and carers in their child's education and firmly believe that home and school should work in partnership. We encourage parents and carers to maintain close communication links with the class teacher and Special Educational Needs Co-Ordinator (SENCO), LSAs/TAs and Head Teacher. Teachers are available both before and after school to discuss any issues and we ask that you contact us to arrange a mutually convenient time; please refer to the school's Communication Policy.

For some pupils with SEN, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written school report in the summer.

For pupils with One Plans and/or Education Health Care Plans (EHCPs), parents and carers are invited to a termly meeting with their child's class teacher to discuss their child's progress and views. Assessment data on pupil progress is shared at these meetings. Where specific targets are set for a pupil, progress to date is shared and new targets may be agreed.

Parents and carers may have the opportunity to meet face to face in school with a variety of professionals such as Specialist Teachers, Educational Psychologists, NHS Speech and Language therapists etc. who are involved in their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, and Occupational Therapists; Social Care input is also available where needed.

The Head Teacher/SENCO are able to signpost parents and carers to various support services such as Optometrists, local support groups etc. should they require this. Information is also regularly updated and shared on the school website's SEN page.

Parent and carer views are sought via questionnaires and face-to-face at review meetings, as well as half termly with their child's detailed support plan.

#### **5. Working with Children**

Pupils are involved in their education One Plan and are encouraged to contribute their views. Where possible, they are invited to review meetings.

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The school has a variety of ways of celebrating pupils' success such as certificates linked to the Christian Values, sharing assemblies etc.

Depending on individual needs, targets may be set and celebrated in different ways, for example, reward charts, points cards etc.

## **6. Equal Opportunities**

Where children have a physical disability or have SEN, we aim to provide appropriate support, resources, tasks, equipment and learning experiences that will support their learning. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress. The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.

## **7. Identification and Intervention**

We use ongoing assessment to identify specific needs and aim to address these through adjustment of high-quality teaching methods (including learning styles and multi-sensory approaches), work adaptation and learning scaffolding, intervention strategies, individual and group support.

The class teacher is usually the first person to identify a learning issue. Sometimes a parent or carer may pass on a concern, which leads to further investigation.

It is not the school's role or practice to diagnose specific conditions, but we may be able to assist with further support and signposting. Should a child be starting at the school that has an existing issue, meetings are encouraged to enable a smooth transition.

A child may initially be placed on support provision where appropriate adapted teaching will be delivered at classroom level. Some children may be included on the monitoring list to target their support with short term interventions; this includes children with and without formal diagnoses. Children are included on the SEN register if their support is more long term, is additional from or different to the majority of their peers, or goes beyond Ordinarily Available provision; parents and carers will receive a support plan half termly detailing their child's support and strategies used for children on the SEN register.

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If a child requires further support, the provision for this will be detailed in a One Plan; parents and carers will be invited in termly to discuss their child's needs with their class teacher, as well as receiving the half-termly support plans.

For children whose needs cannot be met using these systems, then an EHCP may be applied for from the Local Authority at Essex County Council. This will involve professionals from Education, Health and/or Social Care working together as needed.

Teachers and Teaching Assistants/Learning Support Assistants respond to children's needs by:

- Providing support for children who need help with communication and all areas of the curriculum.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Helping individuals to develop their social skills.
- Becoming more informed through in-house training.

These are all with reference to Essex Local Authority's suggested Ordinarily Available inclusive teaching framework for all pupils, and the Ordinarily Available Targeted Support for those on the SEN register.

## **8. Role of Governors**

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching. The school has a named governor who the SENCO reports to.

## **9. Resources**

The school has a stock of resources which it can draw upon dependent on individual need. We have a range of screening texts including reading and numeracy. Other resources can be sourced depending on individual need.

## **10. Evaluation and Review**

This policy will be reviewed by the Governing Body at least every 3 years.

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