

# **St John's CE Academy**

## **'Life in all its Fullness' - John 10:10**



## **Special Educational Needs and Disabilities (SEND) Policy 25-26**

*Date last reviewed: November 2025*

*Reviewed by: Head of School and LGC*

*Date for next review: September 2026*

### **Introduction**

At St John's CE Primary Academy, we recognise and celebrate the unique abilities and achievements of every pupil. We are committed to providing an inclusive, nurturing, and stimulating environment where all children can learn and thrive.

Rooted in our Christian vision of 'life in all its fullness' (John 10:10), we aim to ensure that every child is supported to flourish academically, socially, and spiritually. Our school values of Faith, Hope, and Love underpin all that we do, guiding our inclusive ethos and shaping the care and respect we show to every member of our community.

This SEND Policy reinforces our commitment to fully inclusive teaching and learning, ensuring that all children are enabled to participate fully in every aspect of school life. A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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This policy complies with the statutory duties and guidance set out in the Special Educational Needs and Disability Code of Practice (2014).

## Definition of SEND

The *Special Educational Needs and Disability Code of Practice: 0–25 years* (June 2014) states:

A child of compulsory school age, or a young person, has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools (page 4).

## The Four Defined Areas of SEND

The Code of Practice defines four broad areas of need:

- **Communication and Interaction:** including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Condition (ASC)
- **Cognition and Learning:** including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), and Specific Learning Difficulties (SpLD)
- **Sensory and/or Physical Needs:** including Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), and Physical Disability (PD)
- **Social, Emotional and Mental Health Difficulties (SEMH)**

## Aims and Objectives

The school aims to ensure that:

- Children's needs are identified early so that interventions can be implemented promptly.
- Aspirations are raised for all pupils with SEND, fostering ambition and success.
- All pupils have opportunities to achieve their full potential.
- Children's self-esteem and emotional well-being are promoted through meaningful relationships.
- Outcomes are achieved through tailored provision that values the input of parents, carers, and pupils.
- Quality First Teaching is provided for all, ensuring the highest possible standard of education.
- Independence is encouraged for all pupils, including those with SEND.
- The needs of children with disabilities or medical conditions are met through accessibility plans and medical provision.
- Collaboration with external professionals and families strengthens the foundation of provision.

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These aims are achieved by:

- Assessing and identifying needs, and implementing appropriate support strategies.
- Providing a curriculum accessible to individual needs.
- Involving the child in decisions about their provision, as appropriate to age and understanding.
- Valuing and involving parents/carers in their child's education and progress.
- Supporting class teachers with advice, resources, and professional development.
- Monitoring and evaluating the SEN policy.
- Teachers tracking, recording progress, and setting meaningful targets for pupils with SEN.

## **Roles and Responsibilities**

**SENCO and Head of School:** Miss Bethany Moulton

**Link Governor for SEN:** Mr Ricky Porter

Our Governing Body will ensure that appropriate provision is made for all pupils with SEND.

### **Key SENCO responsibilities:**

- Co-ordinating provision for children with SEND
- Overseeing the operation of the SEND policy
- Ensuring pupil and parent involvement in planning and reviewing provision
- Liaising with outside agencies
- Ensuring compliance with the Equality Act 2010 (reasonable adjustments and access arrangements)
- Acting as an advocate for children with SEND
- Maintaining accurate and up-to-date SEND records

### **Key Teacher responsibilities:**

- Accountability for the progress and development of all pupils, including those with SEND
- Encouraging independence and self-confidence in pupils with SEND
- Monitoring interventions for impact and suitability
- Planning accessible lessons that promote progress and achieve agreed outcomes

## **Identification and Assessment**

At **St John's CE Primary Academy**, we recognise that every child is unique. Children learn at different rates, and various factors - including emotional state, age, maturity, and social background - can affect achievement.

We acknowledge that many pupils may experience learning difficulties at some point, whether long-term or short-term. Our SEND Register is a flexible document, reflecting changes in pupils' needs. Following discussions with parents, pupils may also leave the register when appropriate.

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**Concerns may arise from:**

- Pupils themselves
- Parents/carers
- Teachers or teaching assistants
- Records from previous settings
- EYFS or Key Stage assessments
- Pupil tracking and assessment data

Parents with concerns should contact their child's class teacher or the Special Educational Needs Coordinator (SENCO).

**Action: The Graduated Approach**

When a need is identified, the school follows the **Assess, Plan, Do, Review** cycle as outlined in the SEN Code of Practice (2014). This process is a partnership between the school, child, and parents/carers.

**Assess:** Gather information through observations, assessments, and input from the pupil, parents, and relevant professionals.

**Plan:** Agree on actions, adjustments, support, and a review date.

**Do:** Implement agreed provision; teachers differentiate, personalise learning, and monitor impact.

**Review:** Evaluate progress and effectiveness with parents and pupils, then update provision accordingly.

**Referral to Other Agencies**

Where necessary, the school may seek support from external agencies, including but not limited to:

- Trust Outreach Support
- Staffordshire LA – SEND Inclusion Hub
- Educational Psychologist
- Behaviour Support Service
- Speech and Language Therapy
- Counselling Services
- CAMHS
- School Nursing Service
- Autism Outreach Team
- Hearing/Visual Impairment Team

**Staffordshire Local Offer**

In line with the **Children and Families Act 2014**, every local authority must publish information about the provision it expects to be available for children and young people with Special Educational Needs and Disabilities (SEND). This is known as the **Local Offer**.

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The **Staffordshire Local Offer** provides clear, accessible information about the support and services available for children and young people aged **0–25 years** who have SEND, as well as for their families.

The Local Offer aims to:

- Give families access to information in one place so they can understand the range of support available.
- Help families and professionals work together to improve outcomes for children and young people with SEND.
- Make services more responsive to local needs and promote early identification and intervention.

Through the Staffordshire Local Offer, parents and carers can find information about:

- Educational support and specialist services
- Health and social care provision
- Advice and guidance for families
- Short breaks and leisure activities
- Preparing for adulthood, including employment and independent living

At **St John's CE Primary Academy**, we encourage all parents and carers of children with SEND to explore the Staffordshire Local Offer to understand what help and support is available locally and nationally.

You can access the Staffordshire Local Offer online at:

 [www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page](http://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page)

If you would like further guidance about the Local Offer, please contact our **SENCO and Head of School, Miss B. Moulton**, who can support you in accessing the right information or services for your child.

### **Monitoring of SEND Provision**

The SENCO will monitor the effectiveness of SEND provision through:

- Analysis of school data
- Book looks and lesson observations
- Staff CPD
- Learning walks
- Provision mapping
- Parent questionnaires
- Pupil voice and SEN Support Plans
- Intervention tracking

### **Transition**

The SENCO and class teachers will liaise with the next setting or next class teacher to ensure smooth transitions between year groups, phases and for the transition to high school. For some children with SEND, an extended transition period may be arranged to

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build confidence in their new environment. This can be discussed in more detail with your child's class teacher or our school SENCO.

### **Complaints**

Please refer to the **St John's CE Primary Academy Complaints Policy** available on the school website.

### **Compliance**

This policy complies with the statutory requirements in the **SEND Code of Practice 0–25 (2014)** and should be read alongside:

- The Accessibility Plan
- The Academies SEN Information Report
- The Safeguarding Policy

**Miss B. Moulton – Head of School, SENCO, and DSL**

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