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# Special Educational Needs Policy

Date Agreed	September 2025
Review Date	September 2026
Type of Policy	School based policy

Principle Executive Head: Beruk Berhane
Head of School: Lucy Pomeroy
Special Educational Needs Coordinator: Kelly Hitch
Chair of Transition Board: Jenny Barnard Langston
Designated Safeguarding Leads: 1. Lucy Pomeroy 2. Beruk Berhane 3. Kelly Hitch



## Introduction

This policy sets out our approach to supporting children with additional educational needs and disabilities (SEND). It details how St John's Meads is committed to ensuring that the necessary provision is made for any pupil who has a special educational need or disability and that those needs are made known as appropriate. The school will use its best endeavours, through training and support, to ensure that all teaching and support staff in the school are able to identify and provide for those pupils who have additional needs or disabilities, to enable them to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practicable and compatible with the child receiving their specific provision.

For more information about how we support children with SEN please also see our SEND Information Report that is updated annually.

Link to [SEND-Information-Report-2025-26](#)

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND.

<https://localoffer.eastsussex.gov.uk/>

## Objectives of this policy

- To maximise levels of progress and achievement for all
- To ensure the early identification of additional educational need or disability
- To plan and deliver an effective and stimulating curriculum with a wide range of provision to meet the needs of children with SEND
- To work in partnership with children, parents and carers
- To achieve a level of staff expertise to meet children's needs
- To work in close partnership with outside agencies in delivering effective provision for children with SEND.
- To commit appropriate resourcing to SEND support and equipment.

## The policy is divided into sections:

1. Leadership and Management of SEND
2. The kinds of additional needs that are provided for in our school
3. Identification and Assessment of SEND
4. Working in partnership with parents
5. Involving children
6. Assessing and reviewing outcomes
7. Transition
8. The approach to teaching children with SEND
9. Curriculum and learning environment
10. Training and continuing professional development (CPD) for staff
11. Evaluating the effectiveness and impact of SEND provision
12. Inclusion
13. Emotional and social development and well-being
14. Involving specialists
15. Funding for SEND
16. GPDR -Data Protection



## **1. Leadership and Management of SEND**

### **The SENCO**

Our SENCO has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Our SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENCO is aware of the provision in the East Sussex Local Offer and works with professionals providing a supporting role to families to enable our pupils with SEND to receive appropriate support and high quality teaching.

Our SENCO is Kelly Hitch

Our transition board fulfils its statutory duty towards children with additional needs and disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the transition board, ensures:

- arrangements are in place in school to support pupils with medical conditions
- an updated SEND information report is published annually
- there is a qualified teacher designated as a SENCO for the school

In addition, our transition board works with the Head of School and Leadership team in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The transition board also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

## **2. The kinds of special educational needs that are provided for in our school**

The areas of need that are described in the SEND Code of Practice 2014 are:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC) including Asperger's Syndrome.
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have conditions such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).



Children with any of these needs may be included in our school community. In the case of children with severe or profound learning difficulties, we would take advice from outside agencies, the local authority and parents regarding the best way to include the children in our school community. Adaptations might include one to one support, specific resources, an adapted timetable and personalised curriculum as well as staff training.

### **3. Identification and Assessment of SEND**

[Appendix 2: Flowchart for identification of SEND](#)

[Appendix 3: EAL identification of Need Flowchart](#)

[Appendix 4: Internal Teacher Referral Form](#)

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We will assess each pupil's current skills and level of attainment on entry to the school and make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Children vulnerable to under achievement will be identified as part of the ongoing assessment process, including through Pupil Progress Planning overseen by the leadership team.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's identified area of difficulty.

In identifying a child as needing SEND support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's attainment and progress in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

We are aware of the importance of early identification and prompt response to emerging difficulties. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop and some perceived difficulties may be developmental, particularly in EYFS.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.



Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census is also required to produce the national SEND information report. In our school children are identified on our register of special educational need as **E** (having an EHCP, Education and Health Care Plan) or **K** (receiving SEND support). Other pupil support is identified and recorded by the class teacher and regularly reviewed as part of our assessment and monitoring procedures.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

In East Sussex an Additional Needs Plan (ANP) may be used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies. This plan will be carefully monitored with regular review meetings involving parents, school staff and outside agencies where appropriate.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHC plan. Further information about this process is available on <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

The purpose of an EHC plan is to make special educational provision to meet the additional needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

#### **4. Working in partnership with parents**

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Ensure that parents / carers feel welcome in school and able to share any relevant information, including perceived difficulties and ways in which they and the school can support their child.
- Provide parents/carers with the information and support necessary to enable full participation in decision making.
- Enable parents /carers to play an active role in their child's education by keeping them informed about interventions and ways on which they can offer support at home.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Offer opportunities to meet with the parents of children on the SEND register at least three times each year.
- Provide an annual report for parents on their child's progress.



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If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure.

Details about this are available from the school office or on the school website: <https://sjm.academy/>

## **5. Involving children**

We are committed to involving children with additional needs in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children with SEND.
- Use a variety of age appropriate techniques to access the pupil voice.
- Provide children with the information and support necessary to enable full participation in decision making by involving them in the process of identifying their own learning needs, target setting and additional provision as appropriate.
- Support children with their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

## **6. Assessing and reviewing outcomes**

We record evidence of pupil progress, with a focus on outcomes and monitor and evaluate any SEND support provided, involving class teachers, teaching assistants and children. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

SEND support takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. For each child on the Additional Needs Register we complete an Assess, Plan, Do, Review form (APDR) which is sent home for parent/carer review and comments.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

### **Reviewing an EHC plan**

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority Assessment and Planning officer, and relevant outside agency representatives will be invited to the review meeting.

Before the meeting we will:



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- give notice to all parties and send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with PEP and LAC reviews.

## **7. Transition**

The great majority of children with additional needs or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

## **8. The approach to teaching children with additional needs**

We maintain high expectations and aspirations for all pupils. We use assessment to set targets for progress and attainment and aim to deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Provision for children with additional needs and/or disabilities is a shared whole school responsibility and the monitoring and evaluation of its effectiveness is the responsibility of Transition Board, leadership team, SENCO and all members of the teaching staff and forms part of the school evaluation and inspection process.

## **9. Curriculum and learning environment**

All pupils have access to a broad and balanced curriculum. We deliver high quality teaching that is differentiated, and meets the individual needs of the majority of children. In planning, we include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

Where pupils are identified as needing a higher level of support, this will be related specifically to their needs.



This may include:

- In class focussed support from the teacher
- In class support for individuals or small groups from a teaching assistant
- Individual or small group support out of class on an area of specific need
- Provision of alternative learning materials/equipment
- Access to specialist support services.

### **A Graduated Response to Need**

We follow a graduated approach to ensure the correct support is in place:

- **Class Based Provision** -The first response to less than expected progress will be high quality teaching targeted at the pupil's area of need. The class teacher recognises that the child needs additional support and uses a range of class based interventions to address this. These will be shared and monitored through Pupil Progress Planning.
- **Additional Specific provision** – for a small number of children specific targets may need to be set in addition to the above provision. These focus on specific areas of difficulty. The teacher will maintain a record detailing the recognised need, targets set and an evaluation of the intervention's success. The adult leading the intervention will make notes to record progress.
- **SEND support** -Where it is decided to add a child to the SEND register the decision will be recorded and we will notify parents. Some children may receive some forms of support (such as Talkabout) without being added to the register.
- **Involvement of Outside Agencies** – at this level of need it will be likely that a specific need has been identified which cannot be met from resources within the school alone and therefore the SENCO will request involvement from an outside agency. This level of need may prompt the use of an Additional Needs Plans which records the presenting issues, including long and short term outcomes, or it may be that a short focussed input has sufficient impact to address the problem.
- **Referral request for an Education, Health and Care Plan** – If, after all the previous levels of intervention and support, it is felt that the child is not making sufficient progress the school will make an application to the Local Authority for an Education, Health and Care Plan. This is produced in liaison with parents, school and other professionals involved. The purpose of the EHC plan is to make special educational provision to meet the needs of the child, to secure improved outcomes for them across education, health and social care as they get older, prepare them for adulthood. It recognises the needs of the child and details the provision school is expected to deliver.



## **10. Training and continuing professional development (CPD) for staff**

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's staff appraisal arrangements and its approach to professional development for all teaching and support staff.

## **11. Evaluating the effectiveness and impact of SEN provision**

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use the school tracking system as well as intervention notes to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so. We will publish an annual SEND information report on the school website.

## **12. Inclusion**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.

## **13. Emotional and social development and well-being**

We support the emotional, mental and social development of children with additional needs and disabilities by providing extra pastoral support for listening to their views and implementing measures to prevent bullying. We make provision for pupils' spiritual, moral, social and cultural development. Our provision includes both whole-school approaches and targeted support for pupils who require additional guidance with emotional regulation, relationships, and social interaction. Nurture groups, friendship groups, group work as well as a Whole-School Approach using the Zones of Regulation – helping all pupils understand their emotions, recognise how feelings influence behaviour, and develop a toolkit of strategies for self-regulation.

## **14. Involving specialists**

We will always endeavour to involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents



are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

For some support the school has 'core units' allocated by the different services and there are clear arrangements for making appropriate requests. Some services may be commissioned directly at a cost to the school.

The services of the following agencies may be sought for advice, support materials and equipment:

- Educational Psychology Service (EPS)
- Communication, Learning and Autism Support Service (CLASS)
- School Health Team
- Speech and Language Therapy Service (SALT)
- Service for children with Sensory Needs
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Integrated Therapy and Equipment Service (CITES)

## **15. Funding for SEND**

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. This is agreed per school by a local forum and in East Sussex is usually ten percent of the total school budget. We aim to provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

The Local Authority may provide additional funding in exceptional cases where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

## **16. General Data Protection Regulation**

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to them. EHC plans will not be disclosed without the consent of the child's parents/carers or the child, except for specified purposes or in the interests of the child.



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**If you have any questions about this policy, please contact the SENCO or Head of School as detailed above.**

**Listed below are the regulations and legislation that are relevant to this policy.**

### Legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing Body functions: Section 29
- Children with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 65
- SEN information report: Section 65
- Duty to support pupils with medical conditions: Section 100

Equality Act 2010

Education Act 1996

Data Protection Act 2018

### Regulations

The Special Educational Needs and Disability Regulations 2014

Government guidance about SEND :

<https://www.gov.uk/government/publications/sen-and-disability-support-changes-information-for-young-people>

<https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014>

Other government guidance

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance/key-concepts/reasonable-adjustments>

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

<https://www.gov.uk/government/publications/working-together-to-safeguard-children>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>



## **Appendix I Arrangements for Co-ordinating Provision**

### **Roles and Responsibilities**

The Transition Board has the responsibility to ensure the necessary provision for any pupil identified as having special educational need.

The Transition Board should be aware of the SEND provision within the school, including how the funding, equipment and personnel resources are deployed.

The role of the Transition Board includes:

- Helping to raise awareness of SEND issues at g Transition Board meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Giving up-to-date information on the quality and effectiveness of SEND provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring that the school website publishes the school's SEND Information Report.

The Transition Board are involved in developing and monitoring the school's SEND policy.

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the Headteacher
- Must publish information on the school's websites about the implementation of the governing body's policy for pupils with SEND.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **Head of School**

The Head of School has the responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. They, along with the SENCO, through regular meetings, will monitor and evaluate SEND provision and keep the Transition Board fully informed.

The Head of School should;

- Take overall responsibility for the implementation of the SEND reforms
- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from Transition Board to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).

- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on the school SEND register.
- Ensure that data analysis of vulnerable groups forms part of the school's assessment and monitoring.

### **SEND Co-ordinator**

The school has a part time SENCO (2-days per week), Kelly Hitch (with a 2-day teaching commitment per week). The SENCO role is a strategic one working with the senior leadership to review the SEND Information report, SEND policy and the school development plan and then with the classroom/subject teacher to review practice and ensure every child with SEND gets the personalised support that they need. The role involves:

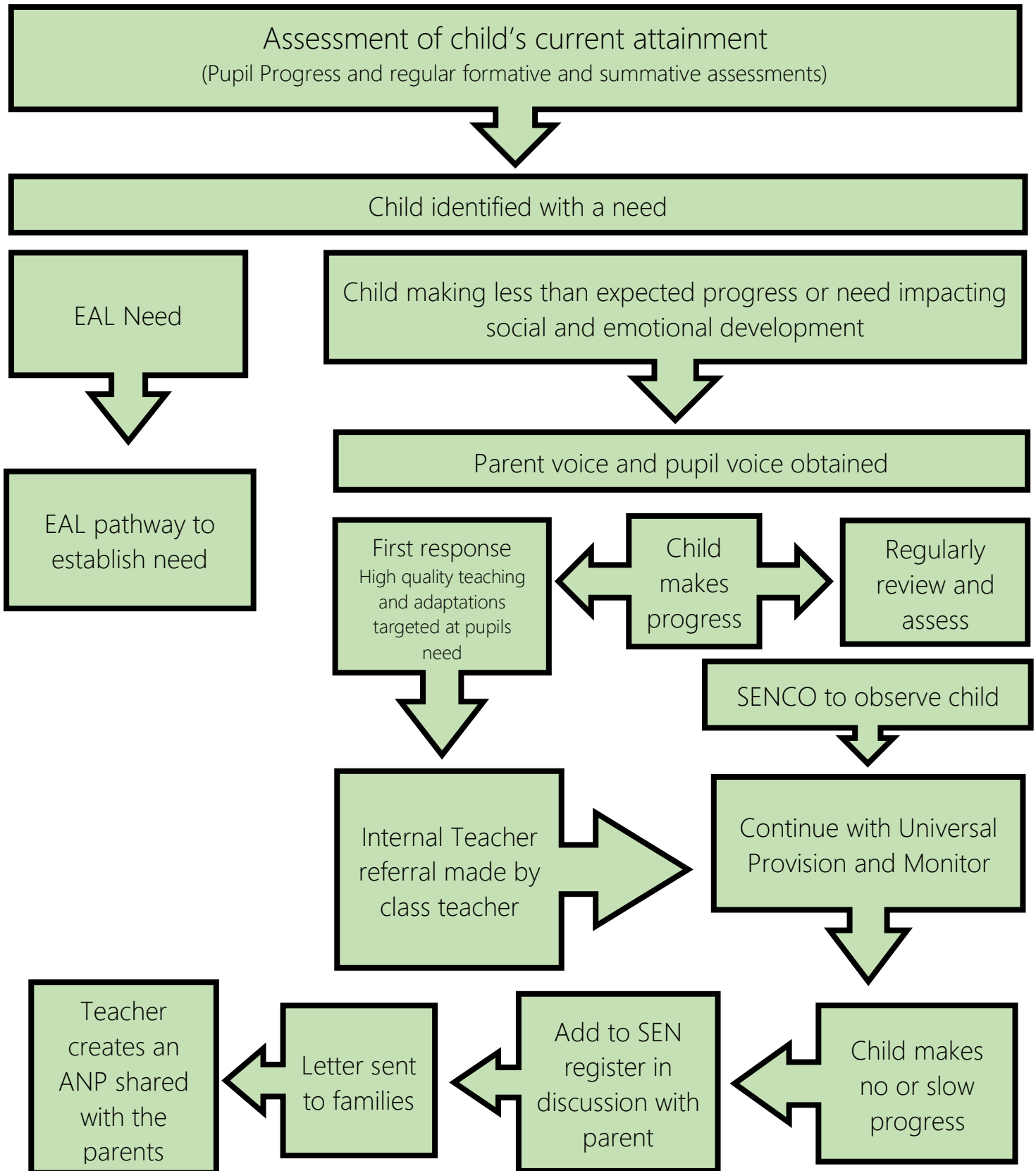
- overseeing with the leadership team, day-to-day operation of school's SEND policy;
- coordinating provision for children with SEND;
- being the designated teacher for Looked After Children
- advising on graduated approach to SEND Support;
- advising on use of delegated budget/ other resources;
- liaising with parents/carers of children with SEND;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- ensuring that SEND records are up to date;
- liaising with external agencies including Educational Psychological Service and other SEND support services, medical services, social services and voluntary bodies;
- consulting with SENCOs from other schools to ensure effective use of resources and the dissemination of good practice;
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;

### **Class Teacher**

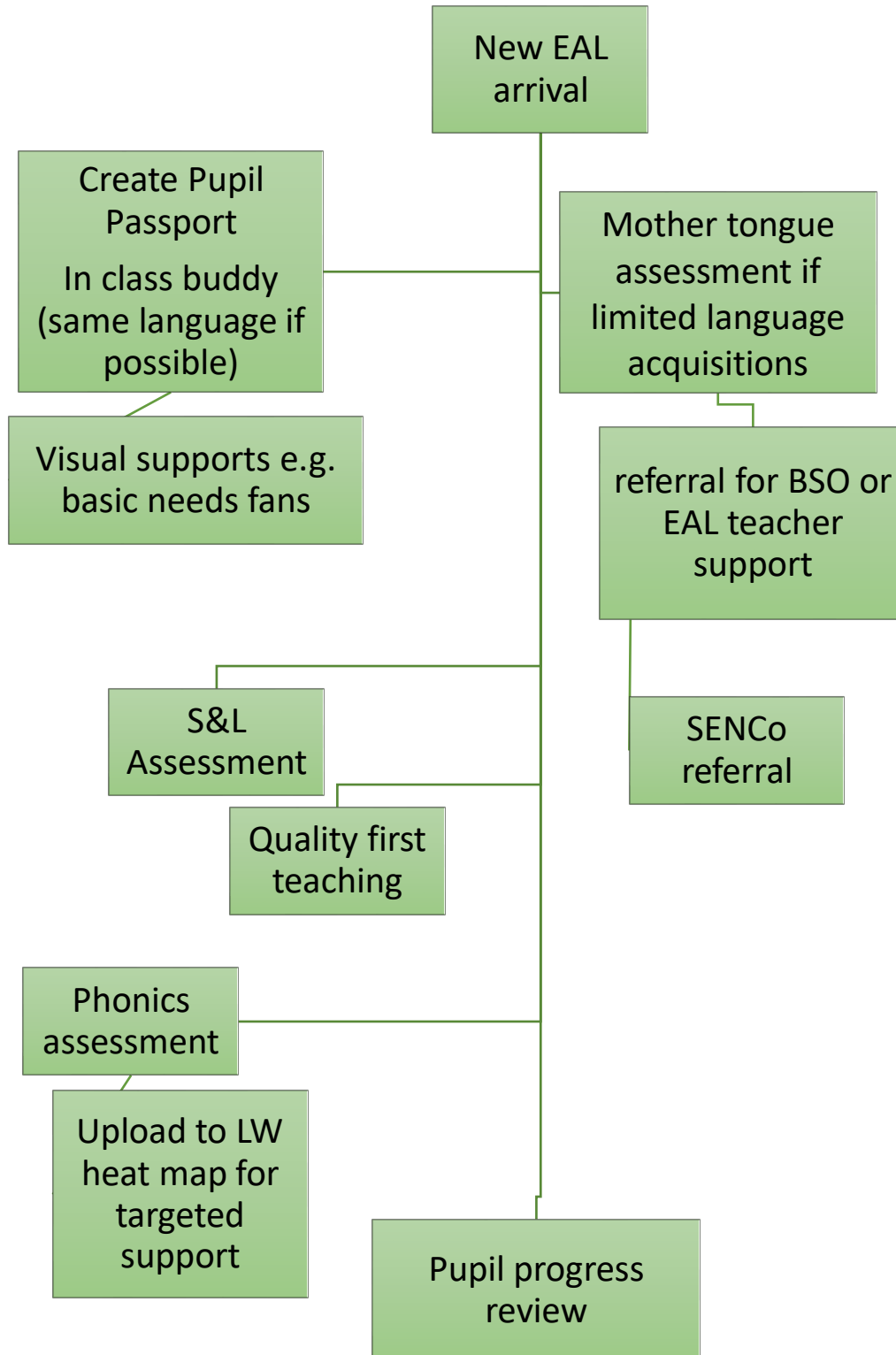
The Class Teacher is responsible for meeting the special educational needs of the pupils in their class by:

- identifying children with SEND in consultation with the SENCO;
- informing parents of initial concerns;
- recording and evaluating strategies / support in class over time;
- providing supporting evidence for concerns including the internal referral form, observations, records of behaviour, welfare forms, annotated work, assessments;
- attending review meetings and completing relevant paperwork for outside agencies;
- devising, implementing and reviewing targets and support in liaison with the SENCO;
- showing differentiation in planning, including planning for additional support;
- liaising with, and directing, Teaching Assistants and INAs to ensure the effective delivery of additional support;
- recording in class support for children with SEND and those identified as vulnerable on progress planning documents;
- attending relevant INSET;
- ensuring all relevant information and support materials, including documentation, about children with SEND, is passed on to the next CT at the end of the academic year.

## Appendix 2 Flowchart for identification of SEND



### Appendix 3 EAL identification of Need Flowchart





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## Appendix 4 Internal Teacher Referral Form

Child:		Class:		Date:	
Member of staff referring:					
Area of concern (Please highlight)	Communication and Interaction	Cognition and Learning Social	Social/ emotional/mental health	Physical/sensory	
In the space below outline the main concerns, how these present, and how they are a barrier to learning			In the space below and next to each concern please detail the support and strategies already tried in class and the outcomes of these interventions parents/outside agencies – has the child had a vision/hearing test?		
Speech and Language					
Listening and Attention					
Reading, Writing, Maths					
Social, Emotional and Mental Health					
Physical					
EAL					
Sensory					