

St John's Church of England School
'I can do everything through Christ, who gives me strength'
Philippians 4:13



Special Educational Needs and Disability Policy

Reviewed: October 2025
Next review: October 2026

School Vision

Vision

‘.....I can do everything through Christ who gives me strength’. Phil 4:13.

At St John’s we foster an ethos deeply rooted in the Bible, underpinned by **faith** and committed to educational excellence. In our community we respect that everyone is uniquely made in the image of God. We grow together in **wisdom, compassion, strength** and instil a sense of **hope** for all to flourish. ‘We make a difference’

Core Values

Faith – Is being sure of what we hope for and certain of what we do not see

Strength – God presents us with the strength to build and progress in our life and the lives of others.

Compassion – We are fair, we care and show understanding towards others.

Wisdom – Building confidence, discipline and knowledge to fully develop our talents in all areas of our lives.

Hope – Coping wisely with situations that will help guide us into fulfilling our aspirations

Rationale

At St John’s we are committed to educational excellence for all children regardless of ability or need, and foster an ethos deeply rooted in the bible, believing that all of us ‘can do everything through Christ who gives us strength’. (Phil 4:13)

Everybody in our community is uniquely made in the image of God and it is through this belief that we provide a uniquely tailored approach for each individual children with Special Educational Needs or Disabilities, enabling children to grow in wisdom, compassion and strength. We endeavour to make a difference to all pupils at St John’s and close the gap between children with a special educational need and those without by providing them with high quality interventions and accessing external support and advice. We promote a broad and balanced curriculum with specialist teachers including music, physical education, languages and forest school who promote and celebrate children’s skills and talents. Our approach to children with Special Educational Needs or Disabilities enables them to flourish in our school community.

Statement of Aims

We are a Christian School working together to inspire and empower each child to lead a happy and fulfilling life.

We:-

- **Work together and be the best we can.**
- **Care for and support one another.**
- **Respect and value one another and the environment.**

Introduction

This policy is written in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Draft Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (April 2014)

Part 1 : Basic information about the school's SEND provision

St John's Church of England School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs and Disability (SEND) Code of Practice (**DfE, August 2014**)

This defines SEND as;

1. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
3. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties

4. Sensory and/or physical needs

Guiding principles

- At St John's school we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to an education that enables them to:
 - 1) achieve their best
 - 2) become confident individuals living fulfilling lives, and
 - 3) make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives of the school's SEND policy

- We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;
- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education
- our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all pupils' needs are met
- A pupil's special educational needs will be identified early
- Provision and progress for our SEND pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENCO) in conjunction with the SEND Representative from the Governing Body using the criteria listed on page 12 of this policy.

The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

Arrangements for coordinating the provision of education for pupils with SEND at St John's Church of England School.

The school's provision for pupils with SEND will be coordinated by the Special Educational Needs Co-ordinator (SENCO). The SENCO is Mrs M Nussbaum.

The SENCo has an important role to play with the Executive Headteacher, Head of School and governing body, in determining the strategic development of the SEND policy and provision in the school. At St John's school the SENCO is part of the School Leadership Team.

The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care Plans (EHCP).

The SENCo provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCo is aware of the provision in the Local Offer and SEND information report and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the with the Executive Headteacher, Head of School, and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date
- liaising with the relevant Designated Teacher where a looked after pupil has SEND

Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled.

St John's School has two separate buildings which are built on a large site. One building is occupied by Nursery, Reception, Years 1 and 2 and is built on one level and the other is occupied by Years 3 to 6 and is built on two levels.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, adapted and adjusted to meet the strengths and needs of individual pupils and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

Implementation- Steps already taken.

St John's has installed:-

- Upper school- an entrance from the main staff car park which comes through the fire exit into the corridor.
- Side entrance providing access to the Infant School building in lower school.
- Automatic doors to the main entrance,
Disabled toilets for the upper and lower school. The disabled toilet is situated in the upper school playground.
- Ironmongery compliant with DDA requirements,
- Stair nosing's on all staircases
- The on-going redecoration programme adheres to colour and material contrast compliance throughout the school.
 - Disabled parking on the site in both upper and lower school car parks.
 - Lighting improvements in classrooms and communal hall areas.
 - Emergency lighting fitted in KS2
 - Specific classroom resources for pupils that have a diagnosis of Autism or dyslexia for example are used in class to assist pupils to access the learning environment more successfully.

Part 2 : Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs
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SEND Funding

The school's SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. When it is agreed to place a pupil on the school's SEND register it is because their additional needs are significant and they require additional support that the school may fund up to an additional £6k. Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority this may sometimes include contacts from external professionals

How pupils with special educational needs are identified and their needs determined and reviewed.

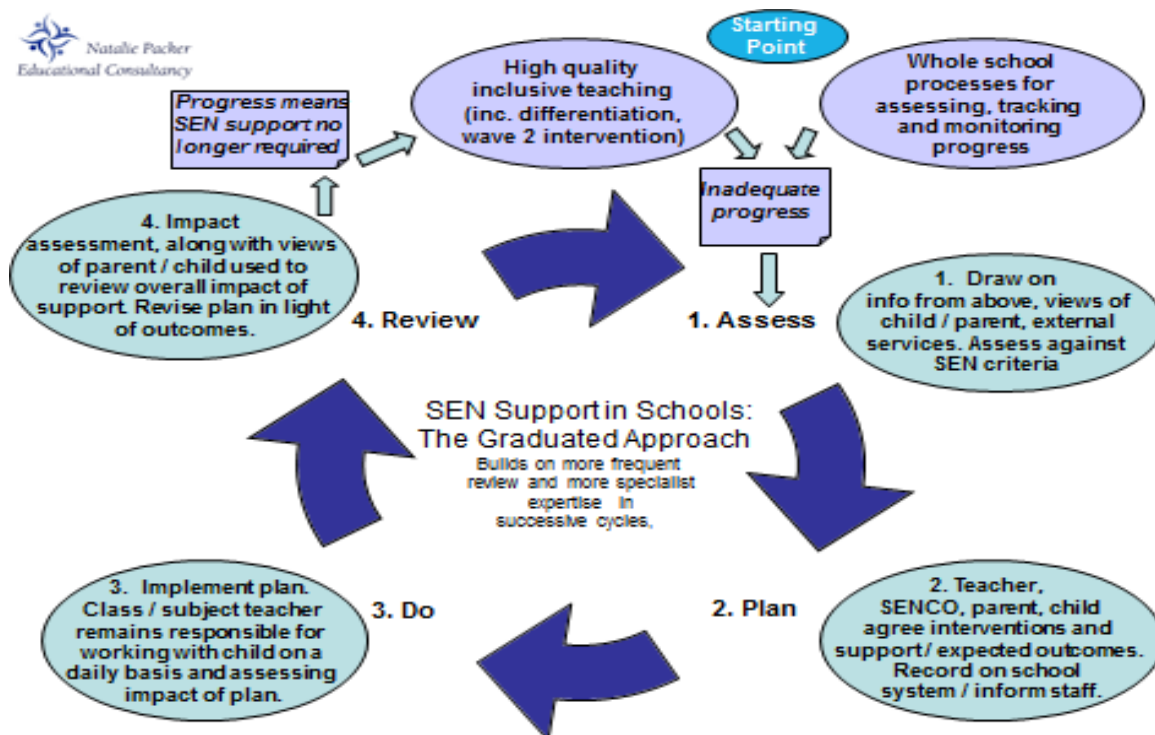
Adapted, high quality inclusive teaching is the first step in our school's response to pupils who have or may have SEND.

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from learning support assistants or specialist staff. Where a pupil is not making adequate progress, teachers, the SENCo and the parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2015, SEND Code of Practice requirements the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEND:

Fig 1. Natalie Packer's Educational Consultancy Model www.nataliepacker.co.uk/



Action by class / subject teacher (co-ordinate with SENCO).

Class / subject teachers will be expected to have undertaken the following actions:

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what the child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment informs basis of next steps
- Involve the parents
- Involve the child
- Use the National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements to support learning
- Ensure appropriate differentiation – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties and assess progress.

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs, at which point the SENCo is consulted, as to whether the pupil should be placed on the school's SEND register.

SEN register

Placing pupils on the school's SEND register will be considered:

- when pupils are unable to make appropriate progress and involves experts advising on a personalised plan, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, NC levels below age expected level or serious cognition/social & emotional/physical/sensory/communication/ interaction difficulties. Wave 2 interventions have not made a significant improvement

The Graduated Response 'Assess, Plan, Do, Review'

Will be led by the class teacher in partnership with the SENCO.

It will commence once it has been demonstrated that high quality inclusive and adaptive teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because special educational needs are providing a barrier to learning.

Consideration of whether special educational provision is required **should start with the desired outcomes**, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

In consultation with the pupil and parents a support plan will be drawn up to achieve the agreed outcomes through support and intervention arrangements. The Graduated Response plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENCO/teacher/ will consider a range of approaches/materials including technology
- Plans for the use of support will relate to a clear set of expected outcomes, which should include relevant challenge and expectations that are linked to academic and developmental targets (including for older pupils, and young people, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)

Fig 2. Below shows The Graduated Response which is the Assess, Plan, Do, Review Cycle in identify needs and improve provision for children with Special Educational Needs.



Parent Participation

St John's actively seeks the involvement of parents in the education of their children. The School recognises that for pupils with SEND the support and encouragement of parents is often a crucial factor in achieving success. Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the SEND Code of Practice.

"The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions" SEN Code of Practice 2014

Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency. We endeavour to make school a welcoming place where parents feel comfortable and where their views are valued.

The School's Provision Map

The school will maintain a provision map of the support, arrangements and interventions available to ensure that pupils with SEND can access learning and maximise their achievements. This document is called 'What are the different types of support on offers at St John's'.

Ordinarily Available Provision

What is 'Ordinarily Available Inclusive Provision'?

'Ordinarily Available Inclusive Provision' is the support that every mainstream school should provide for all children, including those with special educational needs or disabilities (SEND).

It includes teachers adapting lessons so every child can take part and make progress ('**Adaptive Teaching**') and providing extra help or resources from within the school, when needed ('**SEN Support**').

The School's Approach to Identification and Assessment of SEND

At St John's Church of England School we have an agreed approach to the identification and assessment of SEND taking into account the nature of the special needs, this approach is 'Assess, Plan, Do and Review'.

Teachers will consult the SENCO when a pupil fails to make progress or shows signs of any of the following:

- Difficulty acquiring literacy and numeracy skills
- Persistently challenging behaviour
- Emotional and social difficulties
- Sensory or physical problems
- Communication or interaction difficulties

The school then follows the 'Assess, Plan, Do, Review' approach. Assessment allows the child to show what they know, understand, and can do, and it identifies any specific learning difficulties. Children with SEND may be identified at any stage of this process during their school life.

The School uses a range of assessment to identify needs which are outlined in the SEND Assessment policy. We try to capture the full picture of the child's strengths, needs and progress across the 4 areas of need as well as against the 4 pillars of Preparing for Adulthood (opportunities for further education and employment, independent living including access to supported living, having friends, relationships and being part of the community and being healthy).

The main source of outside agency support is from the Local Authority or the school's own commissioned professionals. This could be from the Educational Psychologist or Health Professionals e.g. Speech and language therapists, Occupational therapists etc. Informed parental permission is required before such consultations can take place.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. St John's Church of England School has access to the following professional agencies from Harrow Council:

- Speech and Language Service
- Educational Psychology Service
- Occupational Therapy Service
- Autistic Advisory Service
- Children's Sensory Team
- Harrow Counselling Service
- Harrow Horizons
- Child and Adolescent Mental Health Service- Harrow

Addressing levels of SEND: SEND Support

If a teacher is concerned about some aspect of a child's progress, behaviour or wellbeing (s) he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child. If the child continues to make poorer than expected progress over 2 terms, then the class teacher and SENCO will meet together to discuss the outcome of previous interventions or additional strategies that have been put in place to support that child. At this point, if appropriate, the child's name will be placed on the SEND register. The additional support offered to a child is referred to as SEND support.

Following further assessment, we will put a SEN Support Plan in place which could detail additional appropriate interventions, such as:

- A more personalised approach to classroom organisation and management
- In-class support by teacher
- Targeted small group work
- Use of specialist equipment
- Alternative teaching strategies
- Reading volunteers - providing 1:1 reading support across the school
- Speech and Language groups

The resources deployed to help the child achieve the agreed outcomes will be captured in the SEN Support Plan. Parents and children will be involved in developing the plan.

Fig 3. Below is an example of a Learning Plan for a child on the SEN register (anonymous child)



Learning Plan for Chris Aaron

Stage: **SEN Support**

Date of birth: 1/9/2005 Gender: Male Tutor group: 9A Year group: Year 9

Teacher: Miss Rosie Nelson Start date: 23/1/2020 Review date: 22/4/2020 Plan number: 3

First language: English Free school meals: Y Medical needs: N In care: N Ethnic background: White - English Pupil Premium: Y Armed forces: Y Attendance: 100.0% Child protection : Y

Learning Plan for Chris Aaron 1



Areas of strength: Chris has really good social skills that he has built through his keen interest in sport. A pleasant boy who enjoys learning and thrives in lessons he enjoys such as History, Woodwork and Games.

Areas of concern: Chris struggles with written work and reading which makes him agitated in class. Can easily be distracted by peers and will often digress during core subjects.

Spelling age: 10

Plan

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Dyslexia	Ask someone else to proofread your work. test	Improvement in quality and quantity of written work.	Peer assessment. Learning Support Assistant support.	
Dyslexia	Learn to spell keywords in all subjects.	Correct spelling of keywords.	Posters, lists, flashcards, bingo, quizzes, crosswords, word searches.	
Dyslexia	Learn to spell high frequency words. test	Correct spelling of high frequency words.	Flashcards, bingo, software.	
Dyslexia	Check that your plan includes all aspects of the given topic.	Improvement in quality and quantity of written work.	Planning template.	

Summary

Parent / Guardian contribution

Pupil contribution

Parent / Guardian signature: _____

Pupil signature: _____

Provisions

Name	Area of concern	Wave	Start date	End date	Session frequency	Session length
Beat Dyslexia	Cognition and Learning Needs	3	4/9/2018	5/11/2018	1 time per week	30 min
Acceleread	Cognition and Learning Needs	3	7/2/2019	13/2/2020	2 times per day	30 min
Speech and Language Therapist (copy)	Communication and Interaction Needs	3	1/9/2019	30/7/2020	1 time per week	1 hour
Beat Dyslexia	Cognition and Learning Needs	3	3/9/2019	31/3/2020	2 times per week	1 hour

Files

LAO Statistical Documentation.pdf

24/1/2020 15:46

Plan document

Addressing levels of SEND: Education Health and Care Plans (EHCP)

A small number of children who have severe or complex needs and therefore require more support than can be offered at SEN support level are put forward by the school, in consultation with the parent, for a Statutory Assessment. This process may often begin with an observation and assessment by an Educational Psychologist (EP). If the EP considers the child's needs to be of sufficient severity, a request is then made for the Local Authority for a Statutory Assessment.

The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to the SEND Code of Practice.

Once a pupil has an EHCP naming St John's Church of England School, the Head teacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEND change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Access to the National Curriculum.

We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At St John's Church of England School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

Preparing for adulthood (transition)

At St John's Church of England School we help our pupils with SEND to start planning for their future adult life as early as possible. Our aim is to support our pupils to go on to achieve the best possible outcomes in Secondary School and subsequent potential employment, for example:

- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

See Section 12 of the SEN Information Report: 'What support will be available for my child as they transition between classes or settings or in preparing for adulthood'

How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.

The governing body will publish information on the school's website about the implementation of the governing body's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

As stated in Section 1, the school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects;

- Number of pupils with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make.
- Progress and attainment.
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website and in the prospectus.

Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school

Arrangements for Professional Development for all staff, including SEND staff and learning support assistants, in relation to special educational needs

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions, INSETS and one-off sessions on relevant subjects provided by the SENCO and SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO.
- The SENCO attends regular cluster meetings/SENCO Forums to update and revise developments in Special Needs Education and Inclusion.
- The SENCO has completed and passed the National Award for Special Educational Needs Coordination (now known as the National Professional Qualification (NPQ) for SENCOs).

The role of parents of pupils with special educational needs.

All parents and carers of pupils with special educational needs at St John's Church of England School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at St John's Church of England School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled / encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools and colleges prior to transfer. Contact is coordinated by the SENCo.

Transition arrangements for pupils with SEND either moving into the school or moving on to new schools should also be set out.

At St John's Church of England School we have links with Alexandra School, Woodlands, Southover Partnership in Harrow to enhance our provision for pupils with SEND.

Links are also established with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.

It is the SENCo's responsibility to coordinate contact with outside agencies to support children with Special Educational Needs and Disabilities.

This policy will be reviewed and updated annually. The SENCo will also report annually to the Governing Body concerning the effectiveness of the policy.

Update in light on the COVID 19 pandemic –

In March 2020, the school went into lockdown. Some children with Educational Health Care Plans continued to come into school. For many children this meant they were learning remotely. Teachers provided differentiated learning pitched at an appropriate level for each individual. Children who found learning remotely were supported by their class teacher, teaching assistant and SENCO. Some children were sent home paper copies of the learning if they had no internet access or found working for the computer challenging. All families had access to support at school which many accessed. Despite best efforts, some children have gaps in their learning. For these children a 'catch up' plan has been made of how we will support these children's progress and development, this has been shared with children and their parents. For children with a Learning Support Plan their catch up plan will be included in the same document.

If we are to go into lockdown or a child with SEN the SENCO will – (reference remote learning policy)

- Liaising with the ICT technician to ensure that the technology used for remote learning is accessible and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans or Learning support plans
- Supporting staff with the identification of the level of support required for pupils with additional needs.
- Supporting staff to adapt resources and ensure appropriate provision is in place for pupils with additional needs.

- Oversee any additional support – phone-calls; additional Zoom sessions etc. – that is in place for pupils with additional needs.

Monitoring the lasting impact of the COVID 19 impact and how this may have a long term impact on children's progress both academically and socially.

Safeguarding and Special educational needs, disabilities or health issues

Keeping Children Safe in Education (2024) states:

‘Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline.’ (202)

St John's is committed to maintaining professional curiosity and an open mind when working with children with special educational needs. We are committed to:

- Listening to/understanding the child's voice (including non-verbal communication) and ensuring they are provided with sufficient vocabulary and/or tools to communicate
- Creating an environment based on equality, safety and informed choice
- Ensuring children understand risks and safety in an age appropriate and ability appropriate manner
- Help children to have healthy friendships
- Raise concerns and take action when appropriate
- Provide additional pastoral support if needed

This policy and all other policies connected to SEND can be found on the school website -

<https://www.stjohns.harrow.sch.uk/harrow/primary/stjohns>

Ms Abigail Miranda - SEN Governor

Mrs M Nussbaum - Special Educational Needs/Disabilities Co-ordinator