

SEND Policy

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Written By A Woods

Monitoring Arrangements Annually

Reviewed By A Woods

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Have you made any updates? Yes – Named SEND Governor

Signed: _____

Next Review Due September 2023

Date Ratified by Governors September 2022

Signed: _____

Special Educational Needs and Disability (SEND) Policy 2022-2023

Introduction

Stocksbridge Junior School has one named SENCO Mrs Amanda Woods. The Governor with responsibility for SEND (Miss Jenny Murray) works with the SENCO and the Head teacher to ensure the SEND policy works within the guidelines and inclusion policies of the Code of Practice 2014, the Local Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education, this will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the adapted curriculum to respond more effectively to the four areas of need identified in the Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children. They may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence. This can include high functioning children with additional needs.

This SEND policy details how, at Stocksbridge Junior School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and objectives

The aims of this policy are:

- to raise the aspirations of and expectations for all pupils with SEND by creating an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process

- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions, full inclusion in all school activities, wherever possible, by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of pupils to ensure inclusion for all. We also measure and assess the impact regularly, through Pupil Progress meetings, including our Senior Leadership Team and individual teachers, to ensure all children have equal access to succeed across the curriculum.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- planning at an appropriate level to enable all children to access the curriculum
- helping children to manage and own 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

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support is to help the pupil to catch up with their peers.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have special educational needs.

The school will regularly assess each child's current levels of attainment to ensure that they build on the patterns of learning and experience already established. If the child already has an identified special educational need or disability the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify actions to support the child within the class.

- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

At the early stages of concern, class teachers are requested to complete an initial concern form which includes information and observations about the child's strengths and areas to develop. Assessment data will be included on this form and the information will be shared with parents. An appropriate intervention programme may be suggested or strategies put in place in class by the class teacher. Outside agencies are consulted at any time during this process to further support school.

The purpose of this detailed form, is to understand what additional resources and different approaches are required to enable the pupil to make better progress. A learning support assessment maybe undertaken at this stage, to investigate any needs in more depth. At this point, where the pupil is recognised as having additional provision and extra support, the pupil will be added to the school's Special Educational Needs register at SEN Support.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

The governing body, the school's head teacher, the SENCO and all other staff members, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs!

The role of the SENCO and what provision looks like at Stocksbridge Junior School

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of children with SEND.
- Liaising with parents/carers of children with SEND.
- Contributing to the in-service training of staff.
- Liaising, on transition, so that support is provided for all pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the learning progress of children identified as having SEND.

- To oversee and ensure the school maintains a Dyslexia friendly ethos and environment, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and their peers from widening.
- Closes the attainment gap between the child and their peers.
- Matches or improves the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Stocksbridge will adopt a graduated response. This may see us using specialist expertise, if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of personalised targets, support plans, Birmingham toolkit and a provision map. The SENCO and class teacher will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue, when appropriate. Parents will be consulted and specific intervention may be put in place and monitored for a specified period. The child may be added to the school SEND overview and parents informed.

The class teacher, after discussion with the SENCO and family, will provide the child with individual learning outcomes which will be applied within the classroom and supported through interventions where appropriate. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed with the SENCO, parents and young person.

Reasons for child being added to the SEND Overview may include the fact that they:

- Make little or no progress, even when teaching approaches are targeted, particularly in a child's identified area of weakness.

- Shows signs of difficulty in developing English or Mathematics skills which result

in poor attainment in some curriculum areas.

- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnership with parents/carers

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, personalised outcome setting and a review of their progress.

The school website contains details of our policy for special educational needs, and will include special educational needs information report including the arrangements made for children in our school with special educational needs and disabilities.

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We take account of the wishes, feelings and knowledge of parents and children at all stages.

We encourage parents/carers to make an active contribution to their child's education and have regular meetings each term to share knowledge of the needs of their children and their individual progress. We inform parents/carers of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents/carers always have access to the Inclusion team through school email addresses and an open door policy.

The Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments and also to monitor its effectiveness. This may include:

- Different learning materials or specialist equipment.
- Extra adult time to devise/administer the nature of the planned intervention
- The use of the Birmingham Toolkit to set personal targets and track progress
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class/set teacher will be responsible for working with the child on a daily basis and ensuring personalised outcomes are met. Parents/carers will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class

teacher and SENCO and they will have specific time slots to discuss personalised outcomes and progress on a termly basis.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents/carers.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which outcomes have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in working directly with the child. The child's personalised outcomes will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the main classroom setting through Quality First Teaching.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period, despite targeted intervention.
- Continues to have difficulty in developing key skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. (Parents can also make this request.) The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and disability and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous support plans and personalised outcomes for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Attainment levels in English and Maths.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.
- Views of the young person.

The parents/carers of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to Y7 the SENCO from the secondary school will be informed of the outcome of the review.

All plans, files, documentation and reviews will be held securely on CPOMs.

Personalised Outcomes

Strategies employed to enable the child to progress will be recorded within a Support Plan which will include information about:

- The short term outcomes set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the child can be successful
- Mid-point review sheets are stored on the school system and updated regularly.
- The child's views will be sought and taken into account, as will those of the parents/carers, whose support is vital if progress is to be achieved and maintained.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is adapted to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs or disability. Lessons have clear learning objectives and staff adapt learning appropriately, and use assessment to inform the next stage. All staff plan lessons that incorporate the different learning styles that children have and support plans employ a small-steps approach, breaking down existing levels of attainment into finely graded steps and outcomes, to ensure that children experience success. All children on the special needs overview have a support plan with individual outcomes.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources

The SENCO and head teacher inform the governing body of how the funding allocated to support special educational needs and disabilities has been deployed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to applications for pupils requiring further support.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy, in line with that of the LA.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Support Plans for children. The SENCO and head teacher conduct regular learning walks around school, to monitor pupils, staff and provision and ensure that the needs of all children have been identified and are being met wherever possible. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO, along with the safeguarding lead and the named governor with responsibility for special needs also hold regular meetings.