

Church Hill C of E Junior School

Let Your Light Shine (Matthew 5:16)



Together Everyone Achieves More

Special Educational Needs and Disabilities Policy

Miss A Oakman and Mr J Scranage
SEND Co-ordinator

Dated: November 2023

Review: November 2024

Signed:

A handwritten signature in black ink, appearing to read 'S. M. Hardy'.

A handwritten signature in blue ink, appearing to be initials 'J. Scranage'.

Overview

This policy complies with the guidance given in **Statutory Instrument 1999 No. 2506**. It has been written with reference to the following guidance and documents.

Disability and Discrimination Act
DfES 2005

Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being) (DfES 2004)

SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001)
DfES 2014

National Curriculum Statutory Statement on Including All Pupils
DfES 2000

Inclusion Standards (August 2006)

DDA Accessibility Plan (June 2006)

Gender Equality (November 2007)

Equality Act 2010

Special Educational Needs and Disability Code of Practise: 0 – 25 years
(January 2015)

Ofsted Section 5 Inspection Framework September 2019

Aims and Objectives of this Policy

Inclusion statement

Here at Church Hill C of E Junior School, it our vision that every child should let their light shine. To do this, we endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

The aims of SEND policy and practice in this school are:

- To reach high levels of achievements for all
- To be an inclusive school and provide curriculum access for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil needs, through well targeted continuing professional development
- To involve parents and carers in their child's learning and the child in his/her own learning.

We aspire for children at our school with SEND to:

- achieve their best
- be independent learners, and not too heavily relying on adult support.
- become confident individuals living fulfilling lives, and
- make a successful transition to secondary school, and thus a firmer foundation into adulthood, whether into employment, further or higher education or training
- Let their light shine by being the best they can be; by discovering their strengths and by being valued for their personal attributes.

Our Christian values are deeply embedded in our curriculum, and we aspire for all children with SEND to demonstrate these.

Courage

Taking risks and learning from mistakes is important for any child's development. Children can demonstrate courage in a number of different ways. For some, it may be as simple as putting their hand up to say they don't understand a task.

Fairness

Children can apply a strong sense of fairness, not only to themselves, but they also learn to stand up for others. As a school, we set clear expectations throughout the school day and lead by example.

Kindness

Being kind is the quality of being friendly, generous and considerate, without expecting praise or reward. Children are taught to be kind to one another and identify this as an important theme in the bible. Kindness allows children to show compassion to others in the community.

Koinonia

This means being part of a community, working together with one another. Christians describe this as coming together as a family, regarded as 'children of God' and brothers and sister in Christ. Our mission statement is embedded throughout the school and children are able to demonstrate and explain its meaning.

Responsibility

We value the voice of each pupil and include them in our target setting. They are aware of their needs and are encouraged and motivated to advocate for themselves. Children with higher self-esteem and confidence show a greater level of responsibility.

Thankfulness

Gratitude is a positive emotion that involves being thankful and appreciative. At school we hope to cultivate an attitude of gratitude in our children. We show this by modelling grateful behaviour, using our manners and expressing ourselves through kindness. Being able to show gratitude is critical to building compassion and empathy.

Truthfulness

Telling the truth can take a lot of courage and is a quality of being honest. Being truthful is the foundation for a fair and just society. Children are given plenty of opportunities to be truthful as this is a powerful tool to teach honesty.

TEAM - Together everyone achieves more

Policy for Children with Special Educational Needs

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Appendix A: Useful Contacts for Parents/carers

For further information on:

Allocations of resources

Provision

IEP arrangements

INSET and training

Additional SEND information

Please contact the SENDCOs (Miss A. Oakman or Mr J. Scranage) or The Governors for SEND (M Green and V Bott)

1. Introduction

- 1.1 This policy details the provision for children with special education needs that Church Hill C of E Junior School provides that is 'additional to' or 'different from' the provision made for all children throughout the school.
- 1.2 This policy aims to reduce the barriers to learning for children with special educational needs and disabilities.

2. Basic Information about Special Education Needs Provision

- 2.1 The Special Educational Needs and Disability Code of Practice (July 2014) gives this following definition of a child with SEND or disabilities:

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

The Children's and Families Act of 2014 also requires schools to make arrangements to support children with medical conditions, some of which may impact on a child's special educational needs or disability.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

- 2.2 Special educational provision means educational provision which is different from or additional to that normally available to pupils of the same age. It is the reasonable adjustments that may need to be made for children to access a broad and balanced curriculum.
- 2.3 We ensure our teaching is matched to the pupil's learning and that all learners experience a broad and balanced curriculum. In our school we additionally provide for children by giving learning support either in the classroom or through individual or small group work to learn specific skills by withdrawal for a short time each day over a number of weeks.

3. Aims and Objectives

- To ensure the early identification of all pupils with special education needs.
- To be an inclusive school that aims for high levels of achievement by all pupils
- To address identified special education needs effectively using all the resources available to the school.
- To ensure that all staff within the school are committed to providing effective education for all pupils with special educational needs – acquiring staff expertise to work with SEND pupils.
- To ensure that the views of the child with special education needs are actively sought and taken into account.
- To work in partnership with the parents/carers of pupils with special educational needs and to recognise the vital role they have to play in supporting their child's education.
- To ensure the views and concerns of parents/carers are taken seriously and listened to.
- To ensure that children with special educational needs have full access to a broad, balanced and relevant education, including an appropriate, differentiated curriculum.
- To work towards inclusion in partnership with other schools services and the local community.

The Code of Practice: 0 – 25 (July 2014) states that at Church Hill Junior School we must:

- use our best endeavours to make sure that a child with SEND gets the support they need
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND

- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO. (This is Miss Oakman and Mr Scranage)
- inform parents/carers when we are making special educational provision for a child
- prepare an SEND information report (see our school website) and state our arrangements for the admission of disabled children, including the steps being taken to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

4. Partnership with Parents/Carers and Involvement of Pupils

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents/carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome in school.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen, and act upon concerns appropriately.
- Focusing on the child's strength as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Providing all information to parents and carers in an accessible way.
- Involving the parents/carers and pupils in the IEP writing process.
- Meet with parents and carers at least three times a year, although for most parents/carers, this is likely to be much more regularly.

All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

In addition all pupils who are identified as having SEND are invited to participate in:

- IEP reviews and setting of IEP targets
- Regular meetings with named adults.
- Working with learning and behaviour mentors (if necessary).
- Nurturing groups (if necessary)
- Annual Reviews (if necessary)

5. Responsibilities / Management

5.1 The management of provision for the education for children with special educational needs is the responsibility of the SENDCO who has been designated by the Headteacher and Governing Body. The SENDCO must have qualified teacher status and must either gain or hold the National Award for SEND Co-ordination within three years of appointment. Both our SENDCOs and headteacher, currently hold this award.

In line with the recommendations in the SEN Code of Practice 2014, the SENDCO (Special Educational Needs and Disability Co-ordinator) will have the responsibility to oversee the operation of this policy in the following ways:

- Oversee the day-to-day operation of the SEND Policy.
- Co-ordinate provision for children with special education needs.
- Liaise with and advise members of staff.
- Be aware of the provision outlined in the local offer.
- Manage and support learning support assistants and the pastoral team.
- Oversee the records of all children with special educational needs.
- Liaise with parents/carers of children with special education needs.
- Liaise with SENDCOs in settings which children transfer from and to.
- Liaise with special schools network to share good practice and development group settings.
- Liaise with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Ensure the school manages its role effectively in relation to statutory assessments and Annual Reviews.
- Contribute or provide provision for the in-service training of staff.
- Liaise with external agencies including Parent Partnership service, Education Welfare Service, Learning Support Services (Educational Psychologist, Local Authority support services, and health and social services professionals)
- Maintain up to date professional knowledge and take a leadership role in the continuing professional development of other staff.

5.2 Class Teachers have responsibilities for children with SEND placed in their classes. Their role is to:

- Identify assess and provide for all children's needs.
- Liaise with Teaching Assistants, Learning Mentors, Pastoral support and Behaviour Support Workers, where needed, and ensure their support is well planned.
- Provide high quality feedback.
- Write individualised targets for children in their class, as required, and keep them under review.
- Provide differentiated teaching and learning opportunities.
- Maintain effective records of all children's progress.
- Liaise with the SENDCO.
- Ensure parents/carers are kept informed about their children's progress and the targets that are set.
- Liaise with professionals from outside the school and put into place the recommendations arising from their support.
- Contribute towards Annual Reviews.

5.3 The school employs Learning Support Assistants or Teaching Assistants, Higher Level Teaching Assistants, including 1 speech and language LSA whose role is to:

- Increase children's access to learning, assisting them to overcome any barriers with their learning.
- Implement interventions that support children to achieve their targets.
- Provide high quality feedback
- Discuss observations with the Class Teacher and SENDCO.
- Liaise with parents/carers and other professionals, where necessary
- Review progress with children.
- Encourage children with SEND to be independent learners.

5.4 There are two named Governors for SEND (M Green and V Bott), who meet with the SENDCO each term to review the school's arrangements, and ensure the policy is kept under review. The Governing Body has the responsibility for agreeing the school's budget allocation for SEND and ensuring it is appropriately allocated. The SENDCO reports annually to the Governing body concerning SEND issues.

6. Admission Arrangements for Children with Special Educational Needs

6.1 Children with special educational needs, other than those who have a statement of special educational needs or an Education and Health Care Plan, will be subject to the same admission arrangements as all other pupils.

6.2 Children with an Education and Health Care Plan will be admitted to the school if the school is named on their EHCP and agreed by all parties.

7. Pupils with Disabilities / Special Provision

7.1 The SEND and Disability Act (2001) reinforces inclusion practice and covers every aspect of school life. It aims to break down the barriers each disability may cause. The Special Educational Needs and Disabilities Code of Practice: 0 – 25 supports this.

7.2 Not every child with SEND will have a disability. Not every child with a disability will have SEND; however the following provision may be put into place to meet specific requirements:

- Children with disabilities and medical needs may have a care plan, outlining their additional needs and how school, parents/carers and the child will work together to meet these needs.
- Some children with behavioural difficulties due to emotional, social or mental health needs may have a behaviour plan and a risk assessment, agreed by school, parents/carers and the child.
- Some children with complex educational and/or health needs may have an Education and Health Care Plan.

7.3 We are committed to providing full access to the curriculum for all children where ever possible (see Accessibility Plan).

8. Identification, Assessment and Review (Curriculum Access and Provision)

Pupils needs are identified as early as possible (as outlined by the Code of Practice).

8.1 The SENDCO works with the school assessment co-ordinator and teaching staff using whole school data, individualised assessments and Analysing School Attainment (ASP) etc. to monitor and evaluate the progress of pupils identified as having SEND. Staff also monitor progress of all children termly during pupil progress meetings.

8.2 P Scales 1-4, Teacher Assessment Grids (TAGs) and an SEND assessment grid are used to monitor the progress of pupils achieving significantly below age related expectations.

a. Additional monitoring of SEND pupils include:

- Teacher Initial Concern Forms
- Individual pupil assessments by SENDCo or LSA
- Criterion referenced check lists to assess and monitor progress.
- Termly class or group assessment and monitoring meetings to identify pupil progress
- IEP reviewed with parents/carers and pupils and targets set x3 per year.
- Addressing parental concern (parent meetings)
- External agency advice collated and shared with all relevant staff.
- Liaison with SENDCO at KS1 and KS3 for transfer placements.

b. Most children's needs will normally be met through differentiated curriculum planning and varied teaching styles with additional teaching support from Teaching Assistants. Some pupils will benefit from an intervention programme that is 'additional to' the class curriculum (parents/carers are informed about these arrangements.) A few pupils will require some 1:1 additional support from an adult.

c. An Individual Education Plan (IEP), which we recognise are no longer prescribed specifically in the SEN Code of Practice 2014, will be prepared to support most SEND pupils and some will either have a behaviour plan or a care plan.

An IEP, care plan or behaviour plan will detail the arrangements we will put in place to ensure progress can be made. Targets have been devised so that they are manageable and easily monitored. We will involve parents/carers fully in this process, so they can also give extra support and encouragement to their child. The class teacher is responsible for completing these forms (with input from parents/carers and the child) and ensuring a copy is placed in the child's SEND record and shared with parents/carers. The SENDCO will work with the class teacher to support this process. The IEPs will be accessible to all those involved in their implementation; pupils should have a good understanding and "ownership of the targets". Where there continues to be limited or no progress, we will seek parental permission to call upon support and advice from outside agencies.

8.3 Where a child has such significant difficulties that their needs are not being met through the above, the school or parent will request an Education and Health Care Plan (EHCP) from the local authority. This process will be fully explained to parents/carers, if such a request is necessary. The purpose of an

Education and Health Care Plan is to assess special educational needs in detail and identify the provision that must be put into place up to the age of 25. The plan must be reviewed at least annually.

8.4 All children with an Education and Health Care Plan will have an IEP, targets based upon the long term objectives set out in the child's EHCP. The IEP will be reviewed at least termly and these will be fully considered at an Annual Review of the EHCP.

Dated:

Review:

Signed:

This policy will be reviewed annually with SEND Governor and referred to a whole Governing Body meeting for approval.

1. Outside professionals might include Educational Psychologist, Advisory Teacher, Primary Behaviour Support Team, Special School Outreach Services and / or health professionals, such as Occupational or Speech and Language Therapists.

