

# **Primary**

# **Special Educational**

# **Needs Policy**

**Reviewed by: Governing Body**

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## 1. Our Aims

The governing body of Heacham Junior School is committed to providing quality education for all its pupils, based on equality of access, opportunity and positive outcomes.

- We aim for every pupil, whatever their background or their circumstances, to have the support they require through reasonable adjustments, to access the same curriculum and objectives as their peers, at their levels of ability and any additional resources made available in order to reach their full potential.
- We aim for successful communication between teachers and support staff for pupils with SEND, their parents and carers and outside agencies.
- We aim to offer excellence and choice to all our pupils, whatever their ability, experience or needs.
- We have high expectations of all our SEND pupil. We aim to achieve this through the reduction and where possible the removal of barriers to learning and engagement.
- We strive to ensure all our pupils, regardless of their SEND to feel that they are a valued part of our school community.

In practice, this means:

- There is early identification and monitoring of a pupil's social communication and interactions, their learning progress, emotional needs and any sensory, physical needs or disability.
- There is involvement with parents at every stage through early discussions, reviews of provisions and the Access, Plan, Do and Review process.
- We invite parents to be involved in their children's education.
- There is equal access to the curriculum and equal opportunities for all pupils with SEND using reasonable adjustments, Quality First Teaching and Scaffolding Up.
- We actively approach the needs of our SEND children positively and incorporate the views and wishes of parents and child at all stages.

## 2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEN-D\) Code of Practice](#) and the following legislation:

- [Part 3 of the Pupil and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

### 3. Definition

*‘A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them, which is different to and additional to that which is provided for other learners. They have a learning difficulty or disability if they have’:*

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Are under compulsory school age and fall within the definitions given above or would do if special educational provision was not made for them.

Special educational provision is primarily educational, social or emotionally or training provision that is additional to, or different from, that made generally for other pupil or young people of the same age by mainstream schools. Where there is a physical disability we are guided by medical professionals.

#### **Pupils with disabilities including those with medical conditions**

Many pupils and young people who have SEN 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”*

This definition provides a relatively low threshold and includes more pupils than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Pupils and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

At Heacham Junior School we do not discriminate against, harass or victimise any disabled child and young people. Across our school, staff plan and through Quality First Teaching make reasonable adjustments, to meet the needs of the SEND children in their class.

This can include providing auxiliary aids and services to ensure any SEND child are not disadvantaged compared with their peers. We seek to promote equality of opportunity by creating opportunities for all children to socialise and work together.

There are four broad areas of need that we use to classify need which are identified in SEN Code of Practice 2015. (not in order of importance)

**1. Communication and Interaction**

- ASD (Autistic Spectrum Disorder)
- SLCN (Speech, Language and Communication Needs)

**2. Cognition Learning**

- MLD (Moderate learning difficulties)
- PMLD (Profound and Multiple Learning Difficulties)
- SpLD (Specific learning difficulties) For example Dyslexic, Dyspraxia, Dyscalculia and Dysgraphia.

**3. Social Emotional Mental Health**

- ADHD or ADD (Attention Deficit Hyperactivity Disorder/ Attention Deficit/Inattentiveness)
- ODD (Oppositional Defiant Disorder)
- Attachment disorder or Relational Difficulties

**4. Physical Difficulties / Disability**

- VI (Visual Impairment)
- HI (Hearing Impairment)
- MSI (Multi-Sensory Impairment)
- Physical disability (PD) such as, Cerebral Palsy, Hydrocephaly and or Chromosome abnormalities

## **4. SEND Strategy – A Graduated Response**

We want all our pupils to feel that they are a valued part of our school community. Through appropriate adjusted curricular provision, we respect the fact that pupils:

- 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 adapted teaching approaches and experiences all underpinned by our knowledge rich curriculum

We have a robust system for identifying and monitoring the needs of our SEND children, that is in line with the 'assess, plan, do and review' cycle guidelines in the SEND Code of Practice. This enables us to early identify, plan, monitor, evaluate and re-plan for the needs of our SEND children.

Initial discussions can lead to assessments, further planning and outside agencies. If concerns continue we use an IEP to detail barriers to learning support, in place 'what I am good at' and SMART targets.

If a child's needs are more complex and concerns have been longer term, we will start to gather evidence through outside agencies assessments and reports. In discussion with parents it can be decided to apply for an EHCP.

Parents are involved in every step/stage of alternative adjustments to their child's provision, however small. It is vital to gather parents and child's views to foster open communication and transparency.

### **Parental Consent**

We include parents at every stage of any adjustments to help support their child(ren). We seek permissions for assessments, screenings and or the involvement of outside agencies, explaining why these are necessary and having complete regard for parental wishes. We ensure parents are fully aware of any planned support and intervention for their child, which must be recorded on CPOMS.

### **Early interventions**

The primary type of intervention is high quality first teaching drawing on the knowledge and understanding of how teaching can be improved for all pupils, by incorporating strategies used to help pupils with a variety of Special Needs e.g: visual timetables, clear instructions, tasks divided into manageable chunks (Scaffolding up) etc. Pupils with identified SEND needs (coded as K) will access this high-quality teaching. This can also include early assessments and discussions where any concern is raised. Some concerns can be adapted to meet, others may need further adjustments.

### **Next Steps**

We use targeted support to improve specific skills or deal with specific barriers to learning. If the pupil is still failing to make progress with this level of SEND support, a more in-depth assessment may take place to find out what the pupil's special educational needs are and what special help the pupil may need. Additional involved in this process may include parents, school members, doctors, Specialist Learning Support Teachers, Sch2Sch, Educational Psychologists, CADS, CAMHS Referrals, ASD Specialist Support Services & social services etc.

### **Applications for EHCP's**

If a child needs are more complex/complicated and any previous adjustments and implemented professionals' recommendations, have not improved access to learning or progress. At this stage an EHCP can be applied for by Parents, us or any member of their family and or professional who knows the child well.

The whole process from application to final EHCP if successful is 20 weeks. Following initial application, a decision is made within the first 6 weeks, as to whether it will be agreed to assess for an EHCP.

A procedure of appeal can be instigated should the decision be 'no' to assess for an EHCP.

The Local Authority will decide who they will ask professionals for assessments and they will go on their waiting list. Once the Local Authority have all the necessary reports they will make a final decision whether or not to issue a draft EHCP. If at this stage the outcome is 'no' to issue a draft, then a process of mediation and appeal can be instigated. The Trust Primary SENCO will be involved at all stages and can advise and support parents and staff through the process.

## **5. Roles and Responsibilities**

### **Our SENCO**

The Primary Trust SENCO is Teresa Munday.

The Primary Assistant Trust SENCOs are Emma Radford and Darren Furzey.

They will:

- The Trust SENCO works with the Head teacher, Assistant SENCO's, SEND Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide guidance to colleagues and work with staff, parents, and referrals to other agencies to ensure that pupils with SEND receive appropriate support and high quality first teaching.
- Advise on the graduated approach to providing SEND support.
- The Trust SENCO is the point of contact for external agencies, especially the local authority and its support services.
- Liaise with Preschool providers and any potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- The Trust SENCO liaises regularly with the Assistant SENCOs and Support staff across the Trust Primary Schools.

## **The SEN Governor**

Our SEND Governor is Mrs Kirsty Kerr

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

## **The Headteacher**

The Head teacher will:

- Work with the Primary Trust SENCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

## **Class Teachers**

Each class teacher is responsible for meeting the needs of all the SEND children in their class:

- Delivering quality first teaching to all pupils.
- They will give equal attention to all pupils who may need support with their learning. They ensure any support, such as that from a Teaching Assistant, is in addition to and in no way replaces the attention pupils receive from their Class Teacher
- Using the proper procedures for identifying, assessing and making provision for pupils with SEND. They are responsible for giving pupils with SEND " SMART' targets to encourage their development and promote self-esteem". The targets and strategies are discussed with parents, are written in the pupil's monitoring documents and these are signed kept centrally.
- Informing the Primary Trust SENCo and parents of any pupils, they identify as having an area of need, which requires learning support. In discussions the Primary Trust SENCO will allocate any agreed actions and review with class Teachers and parents.



- Ensuring that additional needs and targets are communicated appropriately to all adults who work with the pupil.
- Working closely with any teaching assistants to plan, scaffold/differentiate and assess the impact of support and interventions and how they can be linked to classroom teaching.
- As with all pupils, we have high aspirations and celebrate the educational and personal achievements of our SEND pupils.
- Be familiar with the SEND Code of Practice and respond appropriately to requests for information, to support the completion of referrals and other documentation needed, as part of review meetings.
- Provide a record of a child's progress towards their individual targets on an IEP's (Individual Education Plan, some formally known as Pupil Passports) and review these termly with the child and parent / carer. These will be shared with parents.
- Provide resources that are additional and different from those provided as part of the school's curriculum, everyday scaffolding where necessary, but in line with the objectives of their peers but at their level of abilities.

### **Teaching Assistants:**

- Support pupil individually or in groups.
- They may participate in meetings; contribute to records and assessment procedures, help compile monitoring documents and implement the Teachers planned activities for individuals or group work.
- Assist class teachers. Some adults will work, for example, 1:1 with a child in the morning and then undertake general class support tasks in the afternoon.
- Work with pupils who have SEND. They may support one pupil with an EHCP or identified SEND needs or they may support a target group within a class.
- Liaise regularly with the class teachers.
- Involved in the monitoring and recording the pupil's progress in the agreed way.

### **Mid-day Meals Supervisors:**

- The Executive Head, Assistant Head or SENDCo's inform mid-day meal supervisors of the dietary, physical or behavioural needs of any pupils who may need special attention or care at lunch times.

## **6. Facilities and Accessibility**

- At Heacham Junior School we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.
- Existing accessibility for pupils with special educational needs and/or disabilities are:
  - The use of learning aids (writing slopes, wobble cushions for example) to support pupils
  - The use computers and a wide selection of programmes to meet varied needs as part of the resources available. These are agreed with parents.
  - Extra teaching support is given to pupils who need to acquire independence on the computer.
- Our site meets all requirements of Equality Act 2010.

## **7. Identification, Assessment and Provision**

It is helpful to see pupils' needs and requirements as falling within one or more of these broad areas of SEND.

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

Identification of SEND is part of the continuous cycle of assessment. When a need is identified through conversation with a class Teacher and or the family, there will be consent given by the family to continue the process of support with outside agencies where necessary and support in school. Consent is recorded on centrally.

If the child already has an identified special educational need, this information may be transferred from former school settings during transition or between staff, when pupil transition between classes.

Likewise, we will ensure information is shared whenever pupils' transition to a new school or setting.

Class Teachers and the Primary Trust SENDCo, Assistant SENCo's will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure on-going observations 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

## **8. Progress as an indicator of SEND**

Heacham Junior School will use the strategy of a graduated response - Assess, Plan, Do, Review to make sure progress is evident. Teachers observe and assess the progress, sometimes in small steps on the learning plan of individual pupils, to provide information about areas where a child is not progressing satisfactorily alongside the termly assessments. Under these circumstances, teachers may need to consult the Primary Trust SENDCo initially to consider what else might be implemented. This review might lead to the conclusion that the pupil requires small adjustments or over time, requires support that is over and above that which is normally available within the particular class or subject. The key identifier of the need for action is that current rates of progress are concerning.

Adequate progress can be identified as that which:

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

It is important to note that slow progress and low attainment do not necessarily mean that a child has SEND. Equally, when pupil attainment is in line with or higher than age related expectations, it should not be assumed that there is no learning difficulty or disability.

## **9. Specific Needs**

Heacham Junior School recognises that some pupil may have specific diagnosed difficulties such as Autism, Dyslexia or ADHD. We recognise that conditions can co-exist and we support children with or without a recognised diagnosis. We benefit from support from outside agencies and the local authority in meeting the needs of pupil with specific diagnosed needs.

## **10. Education, Health and Care Plans**

Most pupils' needs are met by the strategies implemented, such as an adapted or individualised curriculum, but some pupils with SEND may require additional support to meet their needs. This is additional support which cannot be expected to be provided out of the school budget, but requires additional funding from the Local Authority (LA). There is a very small number of pupils who may have complex difficulties that may be of a more long-term nature. In this case the school (or the parent) may ask the LA to complete an assessment for an EHCP. Very occasionally a child may enter reception with an EHCP and we respond to the provision outlined in Section F.

## **11. Working with Parents**

It is vital we work in partnership with parents, to ensure the best outcome for their child(ren). Where it is decided to provide a pupil with SEN support, parents must be formally notified and their consent given. Parents should be fully aware of the planned support and intervention for their child, which must be recorded on CPOMS.

Parents and carers are expected and encouraged to be involved in supporting their child(ren), including those who are on the SEND register. Parents and carers will be consulted when referrals to outside agencies may be required and invited to informal and formal meetings to discuss their child's progress towards their individual targets and or their individual EHCP outcomes, during annual reviews.

- There are many opportunities for parents to meet teachers, to build relationships and exchange information. Staff will meet parents before their child starts school, and there are formal parents' consultations twice a year to report on progress.
- If there is a concern about a pupil the class teacher will make an appointment to see parents, discuss the concern and together form a plan to help the child.
- At each stage, parents are involved in planning how to best meet the child's needs.

## **12. Staff Development & Training**

- All staff have training in SEND across our school, identified through self-evaluation and reflection on the needs of the cohort.
- The Primary Trust SENDCo and Assistant SENDCo attend appropriate courses provided by the LA and by outside providers. This training is shared across the school so that it reaches across the staff body.

## **13. Monitoring arrangements**

This policy and information report will be reviewed by Teresa Munday **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.