

# Special Educational Needs Policy

## Heacham Junior School



Loving learning, bright futures and happy memories

<i>Report Reviewed</i>	<i>By Whom</i>
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Agreed at LGB on .....29/9/21

Chair of Governors ..........29/9/21.

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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 fully aim for every child, whatever their background or their circumstances, to have the support they need in order to reach their full potential.
- We aim for successful communication between teachers, children with SEND, parents of SEND children, intervention group leaders and outside agencies.
- We aim to offer excellence and choice to all our children, whatever their ability or needs.
- We have high expectations of all our children.
- We aim to achieve this through the removal of barriers to learning and participation.
- We want all our children to feel that they are a valued part of our school community.

In practice this means:

- There is identification and monitoring of a child's needs at the earliest possible stage.
- There is involvement with parents at an early stage and that parents are encouraged to be involved with their children's education.
- There is equal access to the curriculum and equal opportunities for all children with SEND - differentiated provision.
- That the needs of all SEND children are catered for and that they are given a positive image

## 2. Special Educational Needs, Legislation, Definition and Practice

### Legislation

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 Children 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, SEN co-ordinators (SENCOs) and the SEN information report

### Definition

A pupil has SEN 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### Children with disabilities including those with medical conditions

Many children 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 children 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. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children 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 SEN definition.

At Heacham Junior, we do not discriminate against, harass or victimise disabled children and young people. Across our school, staff plan and make reasonable adjustments including providing auxiliary aids and services to ensure disabled children are not at a disadvantage compared with their peers. We seek to promote equality of opportunity and foster good relationships between disabled and non-disabled children.

### **3. Strategic Support for SEND – A graduated response**

We want all our children to feel that they are a valued part of our school community. 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 all underpinned by our knowledge rich curriculum*

#### **Pandemic Approach**

#### **Remote Learning**

Pupils with SEND will need differentiated and adjusted materials to support remote learning as they would in class. Teachers and SENDCo should speak directly with parents and carers to establish expectations on day 1 of isolation, lessons will then be provided each day in line with all pupils.

#### **Risk Assessment**

Pupils with complex SEND (which may include co-morbid medical conditions) will be risk assessed to ensure they are safe in school. Advice from outside agencies must be referred to.

We use a graduated response to supporting children with identified needs, please refer to the SPS SEN information Report.

#### **Tier 1**

The primary type of intervention is Quality First Teaching within Inclusive classrooms drawing on the knowledge and understanding of how teaching can be improved for all children by incorporating strategies used to help children with a variety of Special Needs e.g. Visual Timetables, clear instructions, tasks divided into manageable chunks. This will include children with SEN support.

#### **Tier 2**

Alongside Tier 1 we run catch up intervention groups that are targeted to improve specific skills or deal with specific barriers to learning which can best be successful if children work with an adult in a quiet space. These groups are run by TA's working alongside teachers. This will include children with SEN support. If the child is still failing to make adequate progress with this level of SEN support, a more in-depth assessment may take place to find out what the child's special educational needs are and what special help the child needs. People involved in this process may include parents, school members, doctors, specialist teachers, educational psychologists & social services.

#### **Tier 3**

If the child needs an individualised programme of support then the school or parents may apply for an Education, Health and Care Plan (EHCP). The children will receive individualised support whether or not they receive an EHCP.

## **5. Roles and responsibilities**

### **Our SENCO**

The primary Trust SENCO is Mrs Teresa Menday.

The Assistant Trust SENCO is Mrs Emma Radford.

They will:

- Work with the Headteacher, SEN 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 SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with Nursery 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 SEN up to date.
- Liaise regularly with the Assistant SENCO and SEN Support across the Trust Primary Schools.

### **The SEN governor**

The SEN governor will:

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

### **The Headteacher**

The headteacher will:

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

## **Class Teachers**

Each class teacher is responsible for:

- Delivering quality first teaching to all pupils
- The learning of all pupils in their class including those pupils who have SEND. They give equal attention to all pupils who may need support with their learning. They ensure any support, such as that from a Teaching Assistant or Learning Support 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 "attainable 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 kept in the teacher's planning file.
- Informing the SENDCo and parents of any pupils they identify as having an area of need which requires learning support.
- Ensuring that additional needs and targets are communicated appropriately to all adults who work with the pupil.
- Working closely with any teaching assistants or specialist staff to plan, differentiate and assess the impact of support and interventions and how they can be linked to classroom teaching.
- As with all children, we have high aspirations and celebrate the educational and personal achievements of SEN-D children.
- Be familiar with the SEN-D 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 (Individual Education Plan) or the Access, Plan, Do and Review (APDR) process and review it informally half termly and termly with the child and parent / carer, for IEP and the SENCO for APDR process. These will also be shared with parents.
- Provide resources that are additional and different from those provided as part of the school's usual differentiated curriculum.

## **Teaching Assistants:**

- Support children individually or in groups.
- They may participate in meetings, contribute to records and assessment procedures, help draw up monitoring documents and plan work 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 they may support a target group within a class.
- Liaise regularly with the class teacher, support teachers and outside specialists.
- involve monitoring and recording the pupil's progress in an agreed way.

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

- The Executive Head, Assistant Head or SENDCo 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 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.

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

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

A child's special educational needs and disability may have been identified before they arrive at a school or they may be identified once they arrive at school, often by Class Teachers or parents. Identification of SEND is part of the continuous cycle of assessment.

Both schools will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years.

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 children transition between classes.

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

Class Teachers and the SENDCo 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 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

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

Heacham Junior uses Assess, Plan, Do, Review to make sure progress is evidenced. Teachers observe and assess the progress, sometimes in small steps on an IEP, of individual children to provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo 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 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 recognises that some children may have Specific diagnosed difficulties such as Autism, Dyslexia or ADHD. We benefit from support from the local authority in meeting the needs of children with specific diagnosed needs.

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

Most pupils' needs are met by the strategies put in place, such as a differentiated or individualised curriculum, but some children with SEND may require additional support to enable the Federation 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). This is a very small number of pupils who may have difficulties that may be of a more long-term nature. In this case the school (or the parent) may ask the LA to do a Statutory Assessment. The LA then gathers information from all the professionals concerned with the pupil and from the parents. If appropriate, an Education, Health and Care Plan (EHCP) is then drawn up. In this document the needs and the provision given by the LA are clearly outlined. Some pupils' special educational needs are assessed at pre-school age. They enter reception with an EHCP and with appropriate provision and support in place.

## **11. Working with Parents**

We believe in the importance of working in partnership with parents to ensure the best outcome for children. Parents and carers are expected and encouraged to be involved in supporting their children, 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/ their individual EHCP outcomes.



- 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' evenings 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 inset in SEND across our school and others that we are partnered with
- The SENDCo and Assistant SENDco regularly attend inset, 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 Menday **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.

