

# POLICY ON SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)



## Special Educational Needs and Disabilities Policy for Hazelmere Junior School

Adopted: December 2018

Review date: May 2020

This Policy should be read in conjunction with the Hazelmere SEND Information report which is available on the school website.

Compliance: This Policy complies with the statutory requirements laid out in the 2014 SEND Code of Practice 0-25 years. In addition, it has been written with regard to the Equality Act 2010; the Children and Families Act 2014 and the SEND Regulations 2014.

What is SEND? The 2014 SEND Code of Practice describes a Special Educational Need as:

*“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”*

*“A child... 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 ...”*

### Our Vision

We at Hazelmere believe that:

*“All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.”* – 2014 SEND Code of Practice.

At Hazelmere Junior School we have high aspirations for all our pupils including those with SEND. These are reflected in our school ethos, aims and core values. Every teacher at Hazelmere is responsible for the learning, progress and attainment of every pupil, including those with SEND.

We believe that all pupils should be able to make the best possible progress at school and we are committed to using our best endeavours to make necessary provision for any pupil who has SEND. We are committed to ensuring that pupils with SEND are able to engage in all school activities.

### Objectives

- To identify and provide for pupils who have special educational needs or additional needs.
- To ensure that every child achieves success in their learning and achieves to the highest possible standard.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with the parents/carers when identifying needs or making and reviewing plans to meet those needs for children with SEND.
- To involve the pupils with SEND in the planning and decision making that affects them.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

- To provide support, training and advice for all staff working with pupils with SEND and to support quality teaching and learning for all pupils.
- To ensure that the guidance provided in the 2014 SEND Code of Practice and SEND regulations 2014 are implemented effectively across the school.

## Responsibility for SEND

The SEN Coordinator is Mrs Jayne Bond, who works closely with the Head Teacher, Teachers, TAs, external agencies and parents, to identify and make provision for children with SEND. It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND, following the requirements of the Code of Practice 2014.

The SENCo is responsible for:

- Co-ordinating the provision for children with SEND.
- Co-ordinating the graduated approach to providing SEN support, including the identification of pupils with SEND.
- Conducting or arranging for diagnostic testing and detailed assessment of children who have or may have SEND.
- Supporting teachers to implement strategies, set targets and use available resources effectively, in order to meet the needs of pupils with SEND.
- Advising and supporting TAs working 1:1 with pupils with an Education, Health and Care Plan (EHCP)
- Liaising with parents of pupils with SEND.
- Liaising with external agencies.
- Liaising with infant and secondary schools to provide smooth transition between settings, for pupils with SEND.
- Working with the Head Teacher 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 all the records of pupils with SEND are kept up to date.
- Communicating with the Governing Body to enable them to fulfil their monitoring role.

The SENCo attends regular SENCo cluster network meeting and SENCo Update meetings/Conferences.

## Identifying Special Educational Needs and managing the needs of pupils on the SEND Register

The purpose of identification is to determine the action that we need to take in order to support a pupil. The Code of Practice identifies four broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Hazelmere we follow the graduated approach described in the SEND Code of Practice 2014 in order to identify, assess and review the needs of our pupils. This approach follows an ongoing cycle of four key actions: **Assess, Plan, Do, Review**

### Assess:

The class teacher and SENCo use assessment outcomes, screening, observation and their knowledge of the child to identify whether the pupil's needs require him/her to be placed in the category of SEN Support.

Parents/Carers are informed when we believe that a child may have a special educational need. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by High Quality First Teaching or some parental support.

For pupils with high needs, external agencies such as the specialist teacher team, the educational psychologist service, CPOC, EWMHS or the speech therapy service could be called upon to provide specialist assessments.

If a pupil is unable to make progress despite high quality targeted support, we may apply to the local authority for the child to be assessed for an Education, Health and Care Plan (EHCP). This step is only appropriate for a very small percentage of pupils whose attainment is significantly below age related expectations and who experience a high level of need. At least three Assess, Plan, Do and Review cycles should have taken place before this decision is made.

### **Plan:**

Children who are not making expected progress or whose attainment is below age related expectations may receive specialised provision in the form of interventions; however, this does not automatically mean that they are placed on SEN Support. These children may be considered to be of concern and will be closely monitored through the school's usual assess, plan, do, review cycle.

Once a child has been identified as having SEN, provision is planned to remove barriers to learning and support the pupil to make progress. Provision may be detailed on a One Plan or on the school's provision map and reviewed with parents/carers at least once a term.

A One Plan records specific and challenging outcomes for the child to achieve in a term. Personalised provision, which could be 1:1 or in a small group, may be put in place to enable the child to achieve their outcomes (targets). Tracking records are used by teachers and TAs to comment about progress made towards the targets. Pupils also record their views on the One Plan, recording their interests, strengths and what helps them to achieve.

Planned provision may also take the form of adjustments within the classroom e.g. seating arrangements, differentiation, specialist equipment e.g. pencil grips or coloured overlays. **High quality teaching, differentiated for individual pupils is always the first step in responding to pupils who have or may have SEN.**

### **Do:**

The planned provision takes place. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

When allocating additional adult support to children, our focus is on the learning outcomes for the child, not on the number of hours an adult spends with a child. We aim to provide sufficient support to enable the pupil to achieve their challenging targets, but without developing a learned dependence on an adult.

The school is able to offer a range of interventions, run by TAs who have received specific training. We consider the barriers to learning for each individual pupil in order to select the intervention which is best matched to the child.

### **Review:**

The effectiveness of the provision is reviewed at least once every term or more often if needed. Parents and carers are involved in discussion and their views sought, as well as the views of the pupil.

The SENCo will meet with parents/carers of pupils on the SEND register at least once every term to review their One Plan or to review the outcome of planned provision. Children will be encouraged to record their views.

Pupils should only be identified as having SEND if they do not make adequate progress after appropriate provision and good quality teaching has been in place.

The school recognises that pupils at school with medical conditions should be supported to have full access to the curriculum. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

A disability does not automatically mean that a pupil will be placed on the SEND register, unless their disability has an impact on their education. Hazelmere complies with the legal obligations of the Equality Act 2010 and where necessary make reasonable adjustments to ensure that pupils with a disability are not

at a substantial disadvantage compared with their peers. A plan is in place to ensure accessibility. (See Accessibility Policy on the school website).

Less than expected progress is progress that:

- Is significantly slower than that of their peers, starting from the same baseline.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers.

### **Managing the needs of Pupils supported through SEN Support, Statements or EHCPs**

- The SENCo monitors planning and provision for pupils with SEND and supports teachers to differentiate and make adjustments for SEND pupils.
- The SLT monitor the quality and effectiveness of provision for all pupils including those with SEND through classroom observation, book monitoring and discussion.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Interventions are run by trained teaching assistants throughout the school. This is funded from the school's annual budget. The support timetable is reviewed by the SENCo and Deputy Head, in line with current pupil needs.
- Support for pupils with an Education Health Care Plan (EHCP) is funded through the school's annual budget with some additional funding provided by the local authority. This additional funding varies on an individual basis and is determined by the local authority.
- Parents/Carers, support staff, class teachers, the SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.
- Each year group holds termly pupil progress meetings with the Head Teacher, Deputy Head and SENCo to review the achievement of vulnerable groups of pupils including those with SEND.
- Parents are encouraged to be involved in supporting their child and to contribute to the plans for achieving the chosen outcomes for their child's SEND provision.

Parents and carers are encouraged to read the schools SEND Information report available on the school website. They are also encouraged to access the Essex Local Offer: <http://www.essexlocaloffer.org.uk/> which provides information about local services and support for families.

### **Specialised Provision**

All teaching assistants are involved in continuing professional development (CPD) to support the teaching and provision for children with AEN (additional educational needs) or SEN. Observations of interventions are carried out and the effectiveness of these is regularly reviewed by the Deputy Head. Chosen interventions are carefully researched with evidence of success rates.

Each term the Deputy Head and SENCo work together to plan and map provision following data analysis and discussion with class teachers and teaching assistants. These show the provision each child on the SEND register receives and the resources that have been allocated.

### **Adaptations to the curriculum and the learning environment**

The school is committed to providing an environment that allows children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allows wheelchair access in accordance with the Disability Act (see Accessibility Plan) and there is access to a disabled toilet.

High quality teaching and appropriate differentiation supports children with tendencies towards dyslexia, dyspraxia, attention and listening difficulties, autistic spectrum disorder etc. Strategies used to target these needs, support all children. Teachers plan engaging lessons suitable for pupils with differing learning styles. Visual, tactile and concrete resources are provided to support all learners.

### **Access to extra-curricular activities**

All of our children have equal access to before school, lunch-time and after school activities which develop engagement with the wider curriculum. Where necessary, we make adaptations to meet the physical and learning needs of our pupils. Class trips are part of our curriculum and we aim to make these accessible for all children. Reasonable adjustments will be made to ensure accessibility (see Accessibility Plan)

## **Transition arrangements**

We understand that it can be difficult for children as they move into a new class or a new school. In addition to the planned transition arrangements offered to all children, we can plan enhanced transition arrangements to meet individual needs. For transitions within the school, these usually take the form of additional visits to the new classroom, additional opportunities to meet the teacher/teaching assistant and/or a transition booklet with photographs of key people and places.

The SENCo liaises with the infant school to meet children with SEND and plan personalised transition arrangements where appropriate. Where possible transition reviews are held in the spring or summer term of year 5 for pupils with EHCPs. The SENCo of the named secondary school is invited to attend the year 6 annual review for pupils with EHCPs. In addition, secondary school SENCos are invited to meet and discuss arrangements for all children supported through SEN support. Additional transition arrangements may be made at these reviews.

## **Complaints**

Wherever possible, the school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If parents have a concern, they should, in the first instance, discuss this with the child's class teacher. If the issue still cannot be resolved, parents should discuss their concern with the Head Teacher or the SENCo. Please refer to the school complaints policy should this be necessary.

## **The Essex Local Offer**

The Local Offer enables parents and carers to find out how to access the services that are available in their area. It details provision for children and young people from birth to 25 years, across education, health and social care. The Essex local offer is available online: <http://www.essexlocaloffer.org.uk/>

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring, non-judgemental attitude throughout the schools. (See Inclusion and Equality Policy).