Special Educational Needs and Disabilities (SEND) Policy

Beeches Junior School
February 2020
At Beeches Junior School, we are committed to ensuring that the basic rights, as explained in the United Nations’ Convention on the Rights of the Child (UNCRC) are met and incorporated into all aspects of school life.

**Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.**

A child or person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be 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 will be taught.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

**Aims and objectives of the Special Educational Needs (SEND) policy**

- Firstly to identify the needs of pupils with SEND as soon as possible.
- A child with special needs may need extra or different help at school or home because of a range of difficulties that come under the 4 identified areas of need according to the SEND Code of Practice (2015) i.e:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Mental and Emotional Health
  - Sensory and/or Physical
- This policy aims to ensure that curriculum planning, learning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child.
- We aim to work with the LA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

**Policy Aims**

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training and development for all staff.
- To establish good home school communication.
- To involve the pupil wherever possible in the planning, review and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.
- To liaise with relevant infant and secondary schools to ensure smooth transition between settings and the transfer of records.
Procedure for SEND Support
The Inclusion Leader is consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEND is maintained and updated termly by the Inclusion Leader. Parents are informed of any action, which the school proposes to take. Depending on the pupils level of need, the process of SEND support or monitoring begins.

SEND Monitoring
The class teacher has overall responsibility and will assess the child’s needs.

- Provide differentiated work as part of Quality First Teaching and make use of any in class support from a Teaching Assistant (TA) or Any Other Adult in the Classroom.
- Gather information about the pupil, and make an initial assessment of the pupil’s needs in consultation with the Inclusion Leader.
- Develop personalised provision through adapted resources and interventions.
- Provide increased differentiation of class work exploring ways in which increased support might meet the individual needs of the pupil
- Keep the parents informed of how they are progressing
- Monitor and review the pupil’s progress
- Ask for additional support from outside agencies if it is felt its required
- Gain parents’/ carers permission for relevant referrals if required.

The trigger for SEND Support is:
- A decision made, following testing, assessment or parental concerns that shows that current support is not sufficient to ensure adequate progress
- Pupils may be assessed following information from the Infants, Nursery or previous schools.
- Interventions not showing impact.
- Pupil referrals

The Inclusion Leader, in consultation with the class teacher, will assess:

- The child’s needs that are central to the process, ‘the child centred approach’.
- A graduated approach of assess, plan, do and review is adopted.
- Decide whether to seek further advice and/or support the class teacher to draw up an individual target plan (ITP) including specific targets (parents will receive a copy of this).
- Make arrangements for monitoring progress and set a review date.
- Consult with parents.
- Consult with the young person on the nature of their SEND and the support they will have available. The pupil will continue to be consulted each term through the ITP process or individual meetings.
- Review all the available information and contact appropriate external advisory agencies, e.g. Pupil and School Support (PSS), Educational Psychologist (EP), Speech and Language Therapy (SALT), Child and Adolescent Mental Health Service (CAMHS), the Behavioural and Support Services (BSS), Communication and Autism Team (CAT), local Charities or Voluntary Organisations, the Schools Family Support Worker or the School Counsellor.
- Collect any additional information from any other appropriate agencies.
- Review all the available information and collect any additional information from any other appropriate agencies on a termly basis.

Individual Target Plans
Individual Target Plan (ITP) meetings take place each term for those pupils who are assessed as needing SEND Support or who have Education Health and Care Plans (EHCPs). The pupils are asked to comment on their own targets before parents/carers meet with relevant staff to discuss progress against previous targets and then to set new targets for the coming term. Advice or reports from professionals if completed are part of such meetings. New plans are shared with relevant staff and sent home to parents/carers if they are unable to attend. Parents/carers are then asked to feedback on the plans.
Provision for SEND pupils can include:
- Quality first teaching, with appropriate differentiation in place;
- Extra adult support in classrooms where appropriate;
- Reduced class sizes where appropriate;
- Personalised provision through time limited programmes;
- Personalised provision through adapted resources and interventions.

The curriculum /learning environment may be adapted by:
- Groupings that target specific levels of progress;
- Differentiated resources and teaching styles;
- Appropriate choices of texts and topics to suit the learner;
- Access arrangements for tests and or examinations;
- Additional adult support.

Education, Health and Care Plans
In certain cases, the conclusion may be reached that, having given extra SEND support to meet the learning needs of the pupil, that pupil’s needs remain substantial and cannot be effectively met within the resources normally available to school. The pupil will have been receiving SEND Support for at least a term and been monitored with the aid of outside agencies.

If the school and parents still have concerns we may therefore draw the pupil to the attention of the Local Authority (LA) following a Team Around the Child (TAC) meeting with a view to a formal statutory assessment and development of an Education, Health and Care plan.

The school will be required to state clearly the reason for the referral and submit the following information through the process of a the TAC meeting.
- Recorded views of parents and where possible the pupil, at the earliest stages of assessment, with action and support to date
- Any relevant medical information
- Where appropriate, evidence relating to Social Services involvement
- Individual Education Plans
- Evidence of involvement of outside specialists.

Once the formal assessment is completed, an Education, Health and Care plan may or may not be issued. The whole process from the point of assessment should take no longer than 20 weeks. Once an EHC plan is in place it should be reviewed at least annually.

The Role of the Inclusion Leader
- Managing the day to day operation of the SEND policy
- Coordinating the provision for children with SEND
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Managing the school based assessment and completing the documentation required by outside agencies and the LA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND
- Assessing and supporting pupils with special educational needs
- Liaising with secondary schools to ensure effective transfer of pupils
- Supporting teachers when writing IEP’s
- Liaising with support staff who deliver the intervention programmes
- Working with outside agencies and organisations to develop the Local Offer
The role of the governing body
The governing body ensures the necessary provision is in place for any pupil identified as having SEND. The governors ensure, through the Headteacher delegation, that all teachers are aware of the importance of meeting the needs of all children. They monitor and report to parents annually on the success of the school’s policy for children with SEND. There is a named governor responsible for all aspects of SEND at BJS.

Staff Training
Staff are constantly updating their skills and knowledge and are able to access a range of professional development. Recent staff training includes the following:

SENCo has completed National SENCo Award achieving Distinction, July 16

September 19 -Diabetes and Epilepsy Training - all staff
January 2020 Epipen training - all staff
January 2020 One TA completed their Read Write Inc training
February 2020 One TA is completing their level 3 Supporting Pupils with Dyslexia training
March 2020 4 staff completed their Level 2 Giving Medicine in Schools training
July 2020 Team Teach Refresher training

Working in partnership with parents and carers
We value the views of parents regarding their children and see them as partners. Communication and consultation with parents form part of the schools review system which in turn informs policy and practice.

We aim to provide support to parents and carers ensuring that pupils with Special Educational Needs access and enjoy the curriculum and achieve the best possible results.

Communication with parents is carried out formally and informally throughout the year, this informs the policy. This is done through:

- Review meetings with the SENCO
- Parents’ evenings
- By appointment
- At the beginning and end of the school day
- By telephone regarding issues that may arise during the day
- Text reminders for ITP and other meetings.

Any parent/ carer who requires further support is able to access the schools Family Support Worker who works also with the Nursery and Infants so is aware of family history across the site.

Concerns
If any parent/ carer has a concern over the process of supporting pupils with SEND at the school then the SENCo should be contacted with the class teacher in the first instance.
If the parent/carer requires further assistance then the Head Teacher should be contacted.

Specialist Support
The school accesses a range of support services, including:

- Educational Psychologist
- Pupil and School Support
- Communication and Autism team
- Behaviour Support Services
- In school-Counselling Service
- Family Support
- Learning Mentors
Community Police
Forward Thinking Birmingham

As well as signposting to various other agencies including the Malachi Trust, Team Around the Family and Sure Start Centres.

**Access**
We promote the development of an inclusive education system. There is wheelchair access to the building and toilets. The school facilitates the inclusion of pupils from Priestley Smith Visually Impaired School, for work experience and joint teaching sessions with all rooms labelled in Braille, high visibility building fabric and clear access. The school will make reasonable adjustments to the environment in order to include everyone. (See separate accessibility plan).

**Admissions Policy**
Admission arrangements are the same for all children with priority given to statements or EHC plans. When a place is requested for a child with a statement or EHC plan, school would assess whether a child’s needs can be met and have open and honest discussions with parents/careers and all professionals involved.

**School Transfer**
The school recognises that school transfer time can be challenging for some pupils. During transfer from the Infant School to the Juniors; a Transfer Programme takes place with several special activities, Junior staff going to the Infants to deliver assemblies, Infants pupils going for lunch at the Juniors, Junior staff visiting and working in the Infants, a joint sports afternoon and further small group visits for particular pupils who are struggling with transfer. Staff from both schools meet regularly to discuss appropriate transfer of information including that regarding special needs. A transition book is made available to support pupils from the Infants School so that parent/careers can further support their children’s transition during the summer holidays.

During transfer from the Junior School to local secondary schools, the pupils take part in the Local Authority transfer day, but in addition, small groups of pupils who need extra support visit their schools with staff from the Juniors to support them. Pupils who need specialised support may then visit the school as individuals with staff or parents or can attend extra sessions on an agreed basis with both schools. Staff from all schools meet regularly to discuss appropriate transfer of information including that regarding special needs.

**Date of ratification:** 12th February 2020
**Ratifying body:** Full governing body
**Intended date of next review:** February 2021