

# **Driffield Junior School SEND Policy**

## **Headlines from the 2014 Code of Practice**

From September 2014:

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.
- There are four broad categories of SEN:
  - \*communication and interaction
  - \*cognition and learning
  - \*social, emotional and mental health
  - \*physical and sensory.

## **Defining SEN**

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.*

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

## **School ETHOS regarding Children with Special Educational Needs and Disabilities (SEND)**

It is the aim of the school to include all children, and to enable those with special educational needs to access a broad and balanced curriculum and take part in all aspects of school life. We strive to ensure that all children are safe and healthy, enjoy their education and achieve their potential, recognizing the contribution they can make and their right to economic well-being in adult life.

**The school supports this aim by:**

- Planning curriculum delivery to meet the needs of all pupils by considering different learning styles and differentiating tasks.
- Identifying barriers to learning and participation
- Working with parents or carers to identify and meet children's needs.
- Assessing children's needs by testing and observation.
- Providing staff with appropriate special educational needs training and information.
- Monitoring children's progress using Passports, to be reviewed three times a year.

- Working in co-operation with the LA and other agencies.
- Seeking advice and support from outside experts as appropriate.
- Involving children in planning support, target setting and reviewing progress.
- To ensure the needs of all pupils with SEN are met through a positive culture, good management and appropriate deployment of resources.
- To ensure that pupils with SEN, where there may be vulnerability, are kept safe at all times within the school environment, and are enabled to integrate as fully as possible with the school population and have equal opportunities.
- To ensure that all pupils are enabled to enjoy their time in the school.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice with the Equality Act 2010.

### **How is SEN identified?**

Children's progress is monitored continuously throughout the year. There are also formal teacher assessments that are carried out termly to assess children's current understanding of reading, spelling, writing and mathematics along with day to day observations. If a child is not making the expected progress either the class teacher/ SENCo/Senior Leadership team will identify these children. From this point appropriate interventions are offered to allow children to 'catch up'

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at termly progress meetings. Where children are identified as not making progress in spite of Quality First Teaching there are discussed with the SENCo and a plan of action is agreed.
- Class teachers are continuously aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - Is significantly slower than that of their peers starting from the same baseline
  - Fails to match the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers.
- Sometimes parents ask us to look at their children's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

As a Junior school we work closely with the Infant schools. We have several meetings in the Summer term to ensure that all relevant information is passed on so that we can best meet children's needs from the beginning of their time at the Juniors.

At times it is appropriate to seek the advice of external agencies, such as the school Educational Psychologist. They are in a position to carry out particular testing to identify more specific conditions/learning difficulties. Very frequently these tests do not change the way a child assesses the curriculum.

In addition, if children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

### **As a school how do we approach SEN?**

#### Support available

We have many literacy and numeracy interventions that run during school. The concept behind these programmes is to assist children in closing the gaps in their learning. Not all children respond to a particular intervention so at times it is necessary to modify them slightly or try a new approach.

#### How will the school ensure all staff are aware and understand my child's SEND?

Transition meetings take place between year groups and between the infant and junior school staff. At these meetings specific needs are discussed along with the strategies that have been used. If your child has a medical disability their needs are made known to all the relevant people. We often invite professionals in to school to discuss conditions such as diabetes and epilepsy to ensure that staff knowledge is secure.

#### How will the school communicate with parents/carers if there are concerns about a child's learning?

If there are concerns regarding a child's progress often the child's class teacher will contact parents to discuss progress. If there are further concerns a meeting may be held between parents, the class teacher and the SENCo. Such a meeting would help to identify the next steps in ensuring appropriate support for a child.

#### How is support allocated?

All teachers at Driffield Junior school are teachers of SEND children. However, there are times when extra support is needed to ensure children reach their full potential. One way of doing this is by providing each class with a full time teaching assistant (TA). In addition, both lower key stage 2 and upper key stage 2 have lead TAs who work with year group leaders and the SENCo to ensure that the needs of the children are met by providing various literacy and numeracy intervention programmes.

### Other people and organisations that provide services to our school

We welcome the support of outside agencies and work closely with the staff from the Educational Psychology Team, Behavioural Support, Speech and Language service, Child and Adolescent Mental Health (CAMHS), Youth Support Workers, Education Service for Physical Disability (ESPD), Integrated Sensory Support Service, Social Care and Occupational Therapy.

### How is our school accessible to children with SEND?

At Driffield Junior School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with SEND.

The school environment is disability friendly. Corridors are wide, there is ramp access throughout the school along with easy access toilets. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusive friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full national curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be modified, made more simple or presented in different ways to make more accessible.

### Training and resources

Staff development is very important at Driffield Junior School and as such we spend a great deal of time investing in professional development for all staff. Staff have had access to internal training opportunities along with training provided by outside agencies. Training has covered dyslexia, effective use of teaching assistant, autistic spectrum conditions awareness, speech and language, guided reading, writing, mathematic strategies, effective use of IEPs.

### Roles and responsibilities

#### **SENCo – Kelly Foxton**

- Dissemination of budget to SENCo
- Implement Teaching Assistant support

- Inform Governors of SEN issues on a regular basis
- Ensure SEN Policy is in place
- Ensure Access plan is in place
- Administer or arrange for diagnostic testing as required
- Liaise with Head teacher/class teachers/outside agencies and other professionals as required
- Organise Annual Reviews
- Conduct IEP reviews three times per year
- Provide evidence of progress of children with additional needs
- Deployment of teaching assistant support
- Performance Management of TAs

#### **The child**

- Be aware of and discuss targets with class teacher/ SENCo
- Attend review meetings if appropriate

#### **Class teacher**

- Adapt teaching approaches to reflect the range of needs within the class
- Be aware of school's SEN Policy
- Provide, write and implement IEPs in consultation with SENCo
- Regularly review targets with child and parents
- Monitor Progress
- Identify on planning deployment of additional support and/or resources

#### **Teaching assistant**

- Be aware of the school's SEN Policy
- Liaise with class teacher and SENCo about individual children
- Record progress of the children as required by the class teacher, SENCo or other professionals

#### **Parents**

- Supporting child as necessary
- Liaising with school as necessary
- Attending reviews/meetings on a regular basis

#### **SEN governor – Alison Hall**

- Reviewing budget
- Regular meetings with SENCo
- Implement Complaints Procedure as set out in the SEN Policy

#### **Governors**

- Implementation of budget
- Reporting to parents
- Review the effectiveness of the SEN Policy annually

#### **How will children be supported during transitions to another setting/school?**

There are a number of transition meetings which take place throughout the school. In year 6 meetings takes place between ourselves and the feeder secondary schools. These meetings are held to share data, attendance, individual education plans and pastoral information.

As a Junior school KS1 to 2 transition is very important. We have 2 feeder infant schools which we work with closely in the Summer term. Sessions are put in place to allow the children to visit the school along with transition meeting between the Infant SENCo and Junior school SENCo. The Year 3 lead teacher and TA also attend this meeting so that any preparation/planning for interventions can be arranged prior to September.

In terms of transition between year groups systems are in place to ensure that the following class teacher is aware of specific needs and next steps in learning. For example, they attend the Summer term annual review for children with an EHCP and also the IEP review session which is held with parents.

### **Working with parents and children**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally let them know their child is being placed on the register
- Discuss any assessments/observations that have been carried out
- Agree a plan and provision

This is part of the graduated approach cycle of 'Assess, plan, Do, Review' required in the Code of Practice.

Thereafter, parents - and children – are invited to meeting at least each term to review progress made, set targets and agree provision for the next term. In preparation for these meetings the child's previous IEP passport will be reviewed and a new copy of targets and suggested provision completed. These are completed by the class teacher with any necessary liaison from other outside agencies.

### **Bullying**

The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

### **Concerns/complaints**

The first point of contact should be the class teacher. There are 3 parent's evenings held throughout the year, however, at Driffield Junior School the teaching staff are always happy

to discuss children's progress and attainment at any given point in the year. Parents can also contact the school SENCo who would be happy to answer any questions or deal with any concerns.

**Adopted July 2015**