

Brightlingsea Junior School



Special Educational Needs and Disabilities(SEND) Policy

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Introduction

At Brightlingsea Junior School we welcome and value all children and strive to deliver a fully accessible social and academic curriculum. We continue to adapt our systems and structures, curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.

In accordance with current statutory regulations, the Governing Body of Brightlingsea Junior School has developed policy and practice in the area of special education needs in conjunction with school staff. The Governing body are committed to supporting the School's SEND policy through active involvement of the Special Needs Governor.

Objectives: Our Special Educational Needs and Disabilities Policy ensures that:

- All children are given equal access to a broad and balanced curriculum and each child's achievements are valued.
- We identify and assess children with SEND as early as possible
- All teaching staff are aware of the procedures for identifying children with SEND (as stated later in this policy)
- There is involvement of parents and pupils at every stage.
- In order to support children with SEND, we provide differentiation, intervention groups and individual targets and strategies that are additional to and different from the work undertaken within a normal classroom setting.
- Clear, factual and up-to-date records follow the child through their junior school career and we pass these on to their secondary school. This information can be found in individual files in the SEN room.
- We raise staff awareness and expertise on SEND through staff meetings and additional SEND inset with outside agencies. Each member of staff and their support colleagues have regular meetings with the SENCo to discuss Individual Education Plans and /or Education Health Care Plan, future meetings with parent/carers and when appropriate, other professionals.
- There are adequate resources for SEND, which is constantly being updated.
- We maintain close links with support services, other schools and agencies.

At Brightlingsea Junior School we believe that:

- inclusion in education involves the process of increasing the participation of students in the curriculum and community of our school. It involves restructuring the policies and practice in our school to respond to the needs of our students;
- diversity is not viewed as a problem to be overcome, but as a rich resource to support learning for all;
- all children are entitled to have access to a broad and balanced curriculum and this must be planned to take account of their learning needs and be relevant;
- all children are entitled to an education that balances their individual needs as citizens with the needs of the community and wider world;
- it is important that we provide a secure and structured learning environment with clear standards of acceptable behaviour and consistent procedures for dealing with what is not acceptable (see Discipline Policy);
- the views of children and their families are of high importance to us. We feel that we can make positive changes by listening to children and their families so we can work together to make improvements to our school;

- working as a team achieve the best outcomes for our children to help them to reach their potential.

Key Staff: The Inclusion Team including Leadership and Management of SEND

Mrs Witchalls, our SEND Governor, together with the Governing Body, are committed to meeting the aims of the school by fulfilling their statutory duties to pupils with Special Educational Needs and Disabilities. These duties include securing appropriate resources, by establishing a policy which has regard to the Code of Practice on the identification and assessment of Special Educational Needs.

Mrs Claydon, our Headteacher has strategic responsibility for SEND to ensure that the statutory requirements are met and that the SEND policy is in place. Mrs Claydon has been a SENCo in a previous setting. She also holds an Advanced Certificate in Special Educational Needs for Specific Learning Difficulties.

Mrs. Higgins, our SENCo (qualified teacher/Deputy Head teacher), has the overall responsibility for Special Educational Needs and Disabilities across the school. Mrs Higgins has previous experience working both as a SENCo and working in special education. She holds the National SENCo qualification and a diploma in Speech and Communication Difficulties/ Special Education.

Mrs Tolley, our Inclusion Leader, has responsibility for the day to day management of children with SEND. She provides support to school staff to meet the needs of all pupils with SEND. She provides a link between outside agencies and can also make referrals. She has extensive knowledge regarding supporting children and families.

Both the SENCo and Inclusion Leader are highly experienced in all areas of Special Educational Needs and Disabilities and together they play a key role in the life of the school. They are both senior members of staff, regularly meeting with teachers, learning support assistants, families, named Governors and professionals. They identify training opportunities and monitor the quality and impact of interventions.

Identification, assessment arrangements and review procedures

We believe that early identification and intervention are crucial to the success of and support for pupils with special educational needs. Our school recognises that a child has SEND if they have a learning difficulty and/or disability which calls for special educational provision. Any child who has been identified as having special educational needs will have a significantly greater difficulty in learning than the majority of their peers of the same age and /or a disability which prevents them from making use of facilities of a kind generally provided for others of the same age.

Identification will primarily be the responsibility of the class teacher. Class teachers are best placed to identify these children through classroom observation. Evidence will be gathered from other sources which can include

- parent/carer and pupil discussions
- class observations
- impact of interventions
- tracking of teacher assessments
- advice from external agencies

Identified concerns raised by class teacher and/or parents are initially addressed using a variety of strategies through day to day classroom practice (High Quality Teaching).



The schools person-centred, graduated approach is underpinned by an **Assess, Plan, Do, Review** cycle in the identification of special educational needs and disabilities (SEND) and should be implemented as follows:

- Quality First Teaching is in place. This is an essential foundation of all teaching, assessment and intervention for all pupils.
- A teacher or parent/carer has concerns as a child is not making 'adequate progress' i.e., that progress is dissimilar to that of pupils starting from the same baseline, the attainment gap between the child and their peers is not closing or is growing wider, the child's rate of progress is below previous rate of progress.
- Teacher monitors progress, meets with parent/carer and adjusts personalisation through Quality First Teaching. Classroom based interventions are put in place.
- Teacher or parent/carer raises further concerns at the review meeting following assessments and/or observations carried out by the Inclusion team. Further adjustments made to Quality First Teaching Strategies. The Inclusion Leader and/or SENCo are consulted. Reviews are conducted by the teacher and Inclusion Leader.
- Progress continues to be a significant cause for concern, the Inclusion Team assesses/observes further, Special Educational Provision is agreed, staff are informed of appropriate strategies, pupil, parent/carer are involved. The teacher should lead the meetings supported by the Inclusion Leader.
- Following a review where concerns continue to be expressed about pupil's progress, the school at this stage may wish to ask for support from other agencies to help them with assessment and intervention for pupils. A referral can be made to the appropriate agency eg Educational Psychology Service, Community Paediatrics, Speech & Language Therapy, Specialist Teacher Team.
- At this stage school may be requesting the involvement of relevant external services in providing more detailed assessment and development of intervention programmes for a pupil. This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels.

We have a range of additional interventions to support children's learning and development. All children are different and are individual people which is why we

continually monitor progress through our Believe and Achieve System which includes National Curriculum levels/ P-scales given in reading, writing, mathematics, as well as progress judged in other areas regarding attitudes to learning including attendance, punctuality, behaviour, homework, uniform and effort.

The progress of children with a statement of Special Educational Needs/Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCo/Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they take part in.

Teaching and Learning

All schools are required to have a 'graduated response' to children's learning needs. This means assess the individual needs of the child and matching it to the support available by using a combination of whole class, group and individualised teaching and learning situations.

High Quality Teaching and Learning

At Brightlingsea Junior School our aim is for all children to have access to high quality teaching and learning throughout the day. Each child will continue to be entitled to have access to classroom teaching in addition to interventions.

Furthermore we may find that additional support may need to be requested from external agencies such as

- Specialist Teachers- specialism in Autism, Learning, Visual Impairment, Hearing impairment and Physical and Neurological Impairment
- Educational Psychologist
- Behaviour Support Service
- Speech and Language Therapist
- Physiotherapist
- Occupational Therapist
- Special and School Nurses
- Paediatric Consultants

As a consequence of assessment and monitoring, specialised equipment or strategies may be required to ensure that the child is making expected progress or that their health needs are met.

Arrangements for access for pupils with SEN to a balanced and broadly based curriculum, including the National Curriculum.

Our policy is to provide access for all children to the National Curriculum. Different ability groups and different needs will be catered for through differentiated planning. Classrooms are organised and managed with this in mind. School policies are inclusive and there is a shared ethos of inclusion that permeates all policies e.g. School trips should be planned to include all pupils.

Staff organisation, Skills and Facilities.

Our school hosts a variety of experienced staff to support pupils with Special Educational Needs. The leadership team carefully consider where staff are deployed so as to be responsive to the needs of children in our school.

Interventions are mainly carried out in the classroom for the class teacher to monitor and to give the child every opportunity to reinforce any new skills learnt. However some interventions may require the use of a different environment i.e. larger space/ quieter environment. Children who have a high need or have a statement/ Education

Health Care Plan will require additional support. The class teacher will be responsible for when that child's receives additional support, depending on how the day has been planned. The support will be planned to be delivered by either the class teacher or Learning Support Assistant with the view that the children will come into contact with a variety of adults to encourage individuals to form relationships with different members of staff.

We continue to address the need for training through our Performance Management CPD (Continued Professional Development) programme in response to the needs of the children in our school. Over time we have supported staff to gain particular sets of skills to work with a wide range of children and their needs. We have trained the majority of staff to deliver a variety of interventions to meet the support needs of individual children. This has enabled support staff to work in conjunction with class teachers, with the view that skills are translated into the class room setting. In addition to this, staff members have also attended training related to the specific needs of children e.g. autism and gym trail, ELKLAN Speech and Language, MAZE and Advanced Autism Skills qualifications.

Facilities for children with Special Educational Needs

The school is committed to providing children with disabilities full access to all areas of learning, within its resources. All our classroom entrances are wide enough for wheelchair access, we use specialist equipment as and when necessary for pupils. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Transition

Links with other schools including transition:We share a common interest in the learning and development and well-being of all child. We recognise that 'Moving on' can be difficult for a child with SEN/and or disabilities and we take steps to ensure that any transition is as smooth as possible.

Within our school at times of transition information will be passed on and a planning meeting will take place with the new teacher and support staff.

The relationship between the Infant, Junior and Secondary School in Brightlingsea is very strong. There are numerous and varied opportunities for you and your child to visit and prepare for transition. Pupils who require additional support around transition will be identified early and tailored arrangements will be put in place in consultation with parents/carers.

Admission arrangements

The school's admissions arrangements are published separately and in line with the Admissions Policy. We recommend that parents/carers make contact with school as soon as possible if they are considering applying for a place. This will allow the school time to plan and prepare for admission in terms of securing specialist equipment, support and advice. At Brightlingsea Junior School disabled pupils will not be treated less favourably for reasons related to their disability. We do not discriminate against children in admission arrangements and will endeavour to make reasonable adjustments for pupils who have a disability.

Equality

At Brightlingsea Juniors, we are committed to ensuring equality of education for disabled pupils, staff and all those receiving services from our school. We aim to develop a culture of inclusion and diversity in which every child can take part fully in

school life. We will not tolerate harassment of disabled people with any form of impairment.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the environment of the school is as accessible as possible (following our Disability Access Plan). Our admissions policy does not discriminate against pupils with a disability.

Referrals, Complaints and Support

Referrals to outside agencies

On occasions, it is important to gain a more in depth view of the needs of a child, so additional advice will be sought through a referral system. There are different referral routes for different agencies which the school has gain access to. In addition to this, school has commissioned services which can be accessed these include; Family Support Worker, Relate Counselling and Theraplay.

Arrangements for considering complaints about Special Educational Provision within the school:

We aim for a close working partnership with parents/carers and, if parents are anxious about any aspect of their child's education, they can approach the school.

Informal complaints can be discussed with the class teacher by appointment.

Formal complaints can be discussed with the SENCo, Inclusion Leader and/or the Head Teacher in the hope that a satisfactory resolution can be found.

(In accordance with the school policy the general complaints procedure is set out in the school prospectus which can be found on the school website)

Support through the Local Authority's Local Offer

Essex County Council are required to publish a 'Local Offer' which gives details of the range of services available in the Local Authority to support children and families with SEND. This information for children and young people with special educational needs and their parents/carers is available on a website www.essexlocaloffer.org.uk.

Date: September 2014

Review Date: