

## SEND Policy

### Rationale

We believe that a child has Special Educational Needs or Disability (SEND) if he/she has difficulty with learning, which calls for special educational provision to be made for him/her in accordance with the 1996 Education Act together with the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special educational needs and disability code of practice: 0 to 25 years
- The Special Educational Needs (Personal Budgets) Regulations 2014

### Principles

As a school, we aim to develop an inclusive school culture through inclusive policies and practices.

**'Inclusion is seen to involve the identification and minimizing of barriers to learning and participation and the maximising of resources to support learning participation.'** (Index for Inclusion page 13)

We therefore support the statement in the Code of Practice 2014 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".** (Code of Practice 6.1 page 92)

Please read this policy in conjunction with our school offer and local authority offer which can be accessed via the school website.

### Objectives

In order to achieve this we aim to:

- ensure early identification of children with SEND and monitor their progress through quality first teaching
- provide children with full access to the whole curriculum, including the National Curriculum
- actively work with parents and involve them fully in every aspect of their child's development

- provide appropriate support and resources
- provide a challenging and stimulating learning environment for all, regardless of their difficulties
- enable individual children to participate fully in the decision making process

This is the responsibility of all teachers and staff throughout the school.

### **Arrangements for co-ordinating educational provision for pupils with Special Educational Needs and Disability**

The name of the school SEND Coordinator (SENDCo), responsible for the day-to-day implementation of this policy is Mrs L Bithrey.

### **Responsibilities of Class Teacher**

Children who have additional needs are offered, through differentiated planning, full access to a broad, relevant and balanced curriculum.

If the class teacher is concerned about a child's progress, they complete a 'Record of Concern' form, detailing the child's difficulties and discuss with SENDCo.

### **Responsibilities of SEND Co-ordinator**

- Team leader for 17 Teaching Assistants
- Liaise with, advise and support other staff members
- Maintain individual records and profiles for all pupils with SEND
- Liaise with and co-ordinate support from external agencies, including the LA
- Monitor and review IEPs termly with teachers and TAs
- Liaise with other schools
- Work closely with parents of pupils with SEND
- Work with Governors to develop practice
- Work as a member of the Senior Leadership Team

### **Admission Arrangements for Pupils with SEND**

These will not differ from those of other children unless there is a medical condition needing special facilities. In this case, there will be prior consultation between parents, school staff and the LA including health services. We warmly welcome all children and would do our utmost to make the reasonable adjustments when necessary to admit children with disabilities.

## **Identification, Assessment and Provision for Pupils with SEND**

### **Allocation of Resources**

The Local Authority allocates financial resources to the school. This is the Additional Educational Needs Part of the school budget and is based on a formula which incorporates a number of factors and includes an allocation for children with an Education, Health and Care (EHC) plan. The major part of the funding allocation is used to employ Teaching Assistants (TAs), who support pupils within class. Children may be withdrawn for short periods of time to work on specific areas of need using these resources.

The SENDCo maintains a central store of SEND support resources which are available to all members of staff to use to support children's learning.

Currently there are seventeen Teaching Assistants working in school, including one Higher Level Teaching Assistant, two Apprentice TAs and one TA with a focus on ICT. Eight support individual pupils with statements, for some, or all of their time in school, on a daily basis. The remaining Teaching Assistants provide curriculum support and are responsible for interventions to support learning for pupils, including those with SEND.

We have a Learning Support teacher who works across the school one morning per week, assessing and monitoring progress towards Individual Education Plan targets.

### **Identification and Assessment**

We have currently retained the graduated approach of action and intervention as set out in the Code of Practice January 2002, although this is no longer a requirement. This consists of:

- School Action
- School Action Plus
- Statement of Special Educational Needs (replaced by Education, Health and Care (EHC) plans)

The SEND profile is dynamic and under constant review and change as children make expected progress, join or leave our school, or are either added or removed throughout the year.

If a child is identified as not making progress in line with expectation through established school monitoring. They might be placed on the school Special Needs Register at School Action.

### School Action

The class teacher, in consultation with the SENDCo, parents, the child and TA develops an Individual Education Plan (IEP). The IEP records targets and strategies that are additional to and different from normal class differentiation. It will identify the nature of the child's learning difficulties and record the curriculum/behavioural targets to be achieved within a given timescale, including strategies and staff involved. Pastoral care and medical arrangements may also be recorded. IEPs are reviewed termly and parents are fully involved and given a copy. We are encouraging pupils to participate as much as possible both in the development and review of their IEPs.

### School Action Plus

If concern continues, the SENDCo requests parental permission to seek support and advice from external specialists through the forum of the school's termly liaison meeting (SLM). Representatives of the Learning Support Service, Educational Psychology Service and Social Services are invited to attend this meeting. Other services may be invited, for example: Behaviour and Tuition Service, Education Welfare Service and the Looked After Children team.

This support may take the form of:

- Advice on teaching strategies, classroom management or classroom resource materials
- Adaptation of the curriculum and resources to support children with SEND
- Identification, observation and assessment of pupils and subsequent advice
- Use of technology, including information technology
- Practical support for classroom teachers
- Professional development of teachers working with pupils with SEND

The SENDCo and class teacher take into account the advice given and the views of both parents and pupils when reviewing the child's IEP.

### Education and Health Care Plan Provision

If a decision is made to request the Local Authority (LA) to make a formal assessment, the SENDCo collates all relevant paperwork including: reports, assessments, examples of child's work, with and without support, IEPs, views of both parents and the child and records of communication with professionals and parents. This information is then submitted to the SENAT Moderation Group who considers the request for an Education, Health and Care needs assessment. If refused, the school is given reasons and advice about the best way forward. If statutory assessment is initiated, the LA conducts the process in close collaboration with parents, the school and other agencies.

The Statutory Provision Assessment Group (SPAG) is a multi-professional team, which then agree a proposed Education, Health and Care needs Plan which is then sent to the child's parents. If agreed, the Education, Health and Care needs plan is then finalised and the recommended provision is reviewed annually.

For further information, please refer to the Code of Practice September 2014 Section 9

If pupils new to the school have SEND contact is made with their previous school to enhance information already provided by documentation and by parents. A baseline assessment will be carried out.

### **Criteria for Evaluating Success of Provision.**

Monitoring and evaluation of individual children's progress will measure the success of the practice of this policy.

Successful provision may enable progress that:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment base line, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour.

We have developed a thorough and rigorous monitoring system to evaluate progress and support class teachers in planning next steps for individual pupils.

### **Access for Pupils with SEND**

At Warden Hill Junior School, we offer pupils a broad and balanced curriculum through differentiated planning by the Class Teacher. If a child is identified as having SEND, one or more of the following strategies are adopted:

- In class support from TAs allocated to each year group
- Discreet short periods of withdrawal of individuals and small groups to work on specific learning targets
- Effective use of IEPs
- Continuous monitoring and assessment
- Use of additional resources

### **Pupils who have English as an Additional Language**

We are very careful to distinguish between English language development needs and issues of learning where there is concern about a pupil's educational

progress. We have the highest expectations of all our children, whatever their learning level.

There is however, a minority of bilingual children, who, despite having the same curricular input as their peers, and even additional targeted language support, do not make expected progress. We assess thoroughly to identify the nature of the need and, if necessary identify the child as having particular Special Educational Needs as well as/or language needs. We have 2 dedicated English as an Additional Language Teaching Assistants trained to recognise the particular needs of children who are new to English and to the UK. Regular EAL Meetings take place between them and the SENDCo to ensure that a child's cognitive potential is understood.

### **Complaints Procedure**

The school endeavours to maintain close working relationships with parents at all times. As required under the Education Reform Act 1988, and implicit in the Special Needs Code of Practice (2014). The Authority has a procedure whereby complaints can be dealt with. Should parents be unhappy about any aspect concerning school they should first contact the class teacher or SENDCo and then the Head teacher. If parents wish to take this further, details of how to do this can be found on our school website.

### **Professional Development**

The SENDCo and all staff endeavour to extend their knowledge and expertise in all aspects of SEND provision through a planned programme of CPD delivered throughout the year.

### **Transfer from Warden Hill Infants to Warden Hill Junior School**

In order to facilitate the early identification of pupils with SEND, the SENDCo liaises closely with the feeder infant school during the summer term before transfer to Year 3. Those children who have difficulties are identified and relevant documentation collated. Year 2 and Year 3 staff, including the SENDCo meet together during the summer term to discuss children's needs. Year 3 staff visit the children during this term to further familiarise themselves with the children's specific needs.

For children with significant and complex difficulties, careful transition planning begins up to a year in advance of transfer and the SENDCo observes such pupils in their Year 2 setting. The SENDCo attends the Year 2 Annual Reviews of Statements/Education Health Care Plans, and the transition planning for these children starts early in Year 2. She also attends the Infant School Liaison Meeting in the summer term.

### **Preparing for Transfer to High School**

In order to enable successful transition to High School for children with significant needs, careful preparations are made by school staff in partnership with parents, LA support staff, the child and the High School staff. A detailed

transition plan is agreed and implemented during Years 5 and 6. Wherever possible, relevant High School staff will attend the Year 6 Annual Review for a pupil with a Statement or Education, Health and Care (EHC) plan.

Detailed discussions between the SENDCo and relevant High School staff ensure that good practice can continue and pertinent information is shared.

### **Evaluation and Review**

This policy is reviewed annually by the Governing Body. The Governor responsible for SEND is Mrs Ann Simpkins

Priorities both long and short term for SEND are identified in the School Plan.

**Mrs L Bithrey**

**Special Educational Needs and Disability Co-ordinator/Assistant Head  
(Inclusion).**

**September 2015**