

# Hartford Junior School



## SEND Policy

Written: June 2017

Next Review: May 2018

Chair of Governor Signature:

Date: 3<sup>rd</sup> March 2016

### Revision and edition Log

<b>Written</b> June 2017	SLT
Approved	
<b>Written</b> January 2016	SLT
Approved 3 <sup>rd</sup> March 2016	FGB

## **RATIONALE**

At Hartford Junior School we provide equality of opportunity for all children to develop as successful learners, confident individuals and responsible citizens.

Every teacher at Hartford Junior School is a teacher of children with Special Educational Needs.

The views of children with SEND are sought and their views taken into account.

Parents and carers have a vital role to play in supporting their child's education.

The school works closely with a range of outside agencies to support the children.

## **AIMS**

- ◆ To ensure that all children in school are encouraged, valued and accepted equally, regardless of their ability or behaviour.
- ◆ That all children with Special Educational Needs have access to the curriculum and will be supported through the Graduated Approach to help them reach their potential.
- ◆ To acknowledge the valuable contributions made by children and their parents in their achievements.

## **OBJECTIVES**

- ◆ To identify at the earliest opportunity using the Assess, Plan, Do, Review method, those children with Special Educational Needs or Disabilities.
- To work within the guidance provided by the SEND Code of Practice 2014
- ◆ To provide a Special Educational Needs Coordinator (SENCO)
- ◆ To provide support and advice for all staff working with special educational needs pupils.

## The Graduated Approach to SEN Support

### Universal Support

All teachers at Hartford Junior School are teachers of special educational needs and as such provide high quality teaching, including; well differentiated work to match the needs of all learners; dyslexic friendly classrooms; multi sensory approaches; appropriate use of ICT; clear behaviour policy and accurate assessment and effective feedback.

### Identifying Special Educational Needs

We acknowledge current legislation including the SEND Code of Practice (2014) and the Equality Act (2010) and recognise that all children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

( SEND Code of Practice 2014)

These special needs may fall into one or more of these stated categories:

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

A pupil's needs can be identified through a number of routes, for example; a parent raising a concern; pupil progress meetings or through the class teacher.

Regular assessments and monitoring carried out by the class teacher – day-to-day assessments; pupil progress meetings with the Senior Leadership Team; termly assessments; conversations with parents.

If a class teacher has concerns about a pupil and they have discussed this with the parents/carers, then they will raise the concerns with the SENCO through the use of a Concern Card which outlines the concern, strategies used to date and strengths and weaknesses of the pupil.

### **Gathering Information after concern has been raised:**

- SENCO gathers information – through observations, conversations with pupils, intervention and assessment data, completion of relevant descriptors and diagnostic assessments, discussions with parents, book samples and attendance/behaviour data.
- Inclusive Teaching checklist is looked at with class teacher – and advice and support given by SENCO.
- Class teacher and SENCO will monitor the impact of provisions that have been put in place.

At this stage the child's need may be met and no further action is required. However, if the provisions put in place and monitored have not met the child's needs further action is taken at the **Targeted** support stage.

### **Targeted support**

- At this stage a pupil will be put on the School's Special Educational Needs Register.
- At Hartford Junior School we create a **Learning Passport** for the child that describes the best ways to support their learning and access to learning. This document is created with the parents/carers, pupil, class teacher, Teaching Assistants and anyone else appropriate. The Passport is shared widely across the school and with visiting teachers so that the pupil can be consistently supported.
- **In-class support** may be given by the teacher or teaching assistant during specific lessons.
- **Intervention groups,**  
Interventions are usually led by a Teaching Assistant, in close consultation with the class teacher, with the aim of helping the pupil make accelerated progress over a set amount of time. These help the children deal with wider issues impacting on their learning.  
Some interventions may be carried out by the class teacher or SENCO where appropriate.  
The impact of these interventions is closely monitored by the SENCO and SLT.

### **Specialised Personal Support**

If children do not make the progress expected then we start to consider specialised support. The SENCO would ask the SEND Specialist Service Team to advise and often to work with the child. At this stage the family may be invited to complete an Early Help Assessment. This information is collected by a Lead Professional who then shares it with nominated external agencies such as the School Doctor, Educational Psychiatrist, and Occupational Therapy. A Team Around the Family (TAF) is then formed consisting of parents/ carers, SENCO, Class teacher and any specialist agencies working with the pupil, and TAF meetings are held regularly to monitor progress. It is during these consultations that a decision to apply for an Educational Health Care Plan is made.

### **Monitoring Children on the Special Educational Needs Register**

Pupil Progress meetings with Class teachers, SENCo and SLT are held termly to monitor progress, however children are also monitored during regular meetings. Interventions will be monitored by the SENCO and SLT.

Parent Consultation Evenings are held in Autumn and Spring term, and further meetings with the SENCO can be arranged at any time. Reports on progress are issued in the Spring term. During the Parent Evenings the Pupil Learning Passport will be reviewed and amended as appropriate, and the pupil's progress in intervention groups will be shared.

If a child is making good progress then, after discussion with their parents and carers, they will be taken off the Special Educational Needs register.

### **Supporting Pupils and families**

The School Offer for SEN is available on the School Website together with the link to the Cambridgeshire Local Offer.

Children with SEN are able to access exams and any extra provisions which have to be made for them is applied for by the SLT.

Transitions from year to year are considered carefully in the light of pupil's special needs. Transitions to Key stage 3 and from Key stage 1 are discussed and planned with the SENCO of the appropriate school.

### **Supporting Pupils with Medical Needs**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Some may also have special educational needs and may have an Education, Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Facilities for pupils with physical disabilities.**

- ◆ Hartford Junior School is on two levels. There is no disabled access to the first floor.
- ◆ Two classrooms on the ground floor have been adapted so they can be accessed by an electric wheelchair.
- ◆ There is a toilet/shower room and physio room for the disabled.
- ◆ This will be reviewed as any other needs become apparent.

### **Responsibilities of the Governing Body**

The governors, including the SEN governor, will acknowledge the requirements stated in the 2014 Code Of Practice ensuring that:

- ◆ A policy for Special Educational Needs will be reviewed annually.
- ◆ Teachers are aware of the importance of identifying children and make proper provision using efficient and effective resources
- ◆ Where the Headteacher or the SEN Governor has been informed by L.A. that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach him or her.

### **Responsibilities of the SENCO**

The SENCO will coordinate the provision of education for pupils with Special Educational Needs by:

- ◆ Overseeing the day to day operation of the school's SEN policy
- ◆ Coordinating provision for children with special educational needs
- ◆ Liaising with and advising fellow teachers
- ◆ With the head teacher in determining the best fit deployment of teaching assistants
- ◆ Overseeing the records of all children with special educational needs
- ◆ Liaising with parents of children with special educational needs
- ◆ Contributing to the in-service training of staff
- ◆ Liaising with external agencies including the support for learning team, the educational psychology services, health, social services and voluntary bodies.

The SENCO will:

- ◆ Maintain an up to date register of identified children and their provision
- ◆ Report to the Headteacher and the Governors once a year
- ◆ Meet with the SEN Governor to discuss SEN issues
- ◆ Identify teacher training needs
- ◆ Support teaching assistants through regular T.A. meetings and training sessions

### **Responsibility of Teachers**

- ◆ Plan, monitor and teach an accessible curriculum
- ◆ Manage classroom support
- ◆ Plan, and assess interventions
- ◆ Review the Learning Passport
- ◆ Liaise with external agencies as required.

### **Training and Resources**

- ◆ Resources for children with Special Educational Needs are funded by The Whole School budget

- ◆ All members of staff should undertake an induction meeting with the SENCO to explain the school's SEND provision and practice and to discuss the needs of individual pupils.
- ◆ The SENCO regularly attends Local Authority network meetings
- ◆ The Headteacher and Governors prioritise the needs of pupils and allocate funds and resources in consultation with the SENCO to meet the needs of our pupils.
- ◆ The SENCO in conjunction with the headteacher review the training needs of all members of staff to ensure delivery of the school Special Educational Needs Provision.

### **Admissions**

Admission arrangements for children with Special Educational Needs are in line with LA guidelines.

### **Safeguarding**

The school is aware of the vulnerability of some pupils with SEND and this is reflected in their school behaviour policy.

### **Complaints**

Where concerns arise, parents should make an appointment to see their child's class teacher and possibly the SENCO. If parents wish to take a complaint further they may do so using the school's complaints procedure. (See complaints procedure).

### **Partnership**

Staff should seek to work with parents and take account of their views (these will be recorded on the child's Learning Passport) Parents will be informed if their child is identified as having SEN and will be told about the School Offer and the Cambridgeshire Local Offer. Parents will be informed of the Parent Partnership Service.

The school maintains firm links with support services, e.g.

- ◆ Educational Psychology service
- ◆ SEND Specialist Services Team
- ◆ Child and Adolescent Mental Health (CAMH)
- ◆ Speech and Language Therapy
- ◆ School Education Welfare officer
- ◆ School doctor and nurse
- ◆ Occupational therapists
- ◆ physiotherapists
- ◆ school inclusion worker
- ◆ parent support worker
- ◆ Links with Spring Common – local specialist Special Needs school
- ◆ Liaison with Sencos at the infants, local secondary schools and local networks.
- ◆ Community police and anti social behaviour worker

### **Review**

The school SEN and Disability (SEND) policy will be reviewed on an annual basis.