



Special Educational Needs & Disability Policy

Revised: January 2019

Review date: January 2020

Signed: _____

Chair of Governors

Signed: _____

Headteacher

This policy maybe more commonly referred to as the school's SEN or Inclusion policy.

Joydens Wood Junior Academy

Special Educational Needs & Disability Policy

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Complaints Policy, Data Protection Policy, Policy for Supporting Pupils with Medical Conditions, Positive Behaviour Policy, Safe Guarding and Child Protection Policy

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post-16 institutions. *SEN Code of Practice (2015,p 15)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

Introduction

At Joydens Wood Junior School we ensure that all of our pupils are included in making the best progress that we can offer them with all aspects of their lives. We are committed to providing excellent education to our pupils so they are able to access all areas of the curriculum. We believe it is important that we identify all children who need special consideration to support their physical, social, emotional or educational development. By doing this we can ensure that these children are given appropriate support to allow them full access to the National Curriculum within a positive community. Through this we are committed to making sure these children are fully integrated into all the activities of the school. We promote parental involvement so we are able to develop a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

The aims of our school from this policy are:

- To provide a broad, balanced and suitably differentiated curriculum relevant to all children's individual needs.
- To show an understanding that supporting difficulties in learning and /or behaviour is part of a high quality mainstream education service.
- To be aware that any pupil, at some time in their education, may have special educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To be aware that every child is entitled to a sense of achievement.
- To identify pupils as early as possible who will need extra resources and /or teaching help within their school career.
- To work in partnership with the child's parents and other external professional agencies to provide for the child's individual educational needs.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the

differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice 2015:

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

1 The kinds of special educational need for which provision is made at the school

At Joydens Wood Junior School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with Education, Health and Care plans with the following kinds of special educational need:

- ASD
- ADHD
- Speech & Language
- Arthrogyrosis Multiplex Congenita

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEN

At Joydens Wood Junior School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points this includes:

Spellings

A spelling test takes place each week, words determined by a child's reading ability. This is followed up by the Kent Spelling Test A B C for Term 1, 2, 3 every two terms to track the children's progress.

PIRA and PUMA Assessments

At the end of the first, third and fifth term to track the progress of the children and close gaps in the children's learning in all year groups.

SATs

SATs are taken by the year 6 children in term 5. These results are compared against other schools nationally.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Those who need support in their reading progress will be part of the Better Readers Partnership Support (BRSP) Programme or Inference programme.
- Extra Focussed Mathematical support – pupils who find certain concepts in the maths lesson will be supported with extra time in the afternoon session to re-cap the learning in a smaller group environment with a member of the teaching staff.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Joydens Wood Junior School we are experienced in using a range of assessment techniques and in particular we use the following assessment tools:

- Language for Learning Audit Tool to support pupils with language and social issues.
- Dyslexia Screening used to determine if pupils are at risk of having dyslexia tendencies.
- The BEAM programmes to help make referrals for pupils who need an Occupational Therapist (OT) assessment.
- Rapid Phonics and/or Sounds Write Diagnostic to support pupils with their phonetic skills and knowledge.
- The BRSP Running Record Assessment (see BRSP above).

And we have access to external advisors who are able to use different assessment tools. Our first level of contact to support pupils with their learning will be the

Educational Psychologist and Specialist Teachers. They would normally use the following assessment tools:

- Educational Psychologist (EP): is able to observe pupils, consult with members of the teaching staff and carry out assessments that cover cognitive abilities and emotional wellbeing.
- Specialist Teachers: are able to carry out cognitive ability tests (similar to the EP) and make pupil observations (these observations can be focussed around learning, behaviour or other areas of support required to remove barriers to learning).

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Joydens Wood Junior School are listed in section 2. Using these (and other forms of assessment) it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Joydens Wood Junior School the quality of teaching was judged to be Good in our last Ofsted report (2015). The report indicated many strengths of the school's work around SEND and the curriculum, including:

"The school caters for the needs of pupils with special educational needs or disabilities well. Many parents speak highly of this."

"Those pupils entitled to the support of pupil premium funding make good progress."

"The school's curriculum is very broad and interesting to pupils. They take part in many exciting and motivating activities. Their spiritual, moral, cultural and social development is good."

"The deputy headteacher manages the provision for pupils with special educational needs and disabilities well. Parents are pleased about this."

“Pupils enjoy a broad and motivating curriculum. There are all sorts of interesting lessons and activities, indoors and out, requiring different skills and types of thinking and understanding.” **Ofsted 2015**

We follow the Mainstream Core Standards available at <https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards> advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as ‘notional SEN funding’

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At Joydens Wood Junior School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements as part of the school’s accessibility planning:

- Installing of the walkway: the corridor the runs parallel along one side of the hall which gives pupils access to reception.
- Installation of a disabled toilet
- A ramp and designated wheelchair access door at the rear of the school building to allow access to lower and upper school.
- A designated disabled badge holder car parking space.
- A Nurture and counselling room – to provide support for pupils with social and emotional needs.
- The school is able to be flexible in moving year groups to different classrooms to help those pupils who can’t access the top floor classrooms.
- A rolling programme of building improvements/maintenance: including appropriate lighting and flooring.
- High-vis markers on corners to help those pupils with poor eyesight.
- Hearing loop system is in place in one classroom.

The governors have also identified that the following aspects of the school need to be improved:

- More wheelchair friendly access including ramps to reduce time from gaining entrance at one end of the school.
- Consideration to be given as to whether it is possible for a lift to be fitted within the school building.
- Consideration to be given to where ramps can be fitted to ensure that school site can be accessed.
- Hearing loop system continues to be updated in a specific classroom and possibility to extend to other areas of the school.

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Joydens Wood Junior School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Joydens Wood Junior School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance of Growth Mind-set, PSHE and Values lessons and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. mentor time with member of senior leadership team, external referral to CAHMs, sessions within our nurture group, time-out space for pupil use when upset or agitated in our Nurture room, a worry buddy which is checked weekly, access to trained TAs in therapeutic play and counselling.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Joydens Wood Junior School is **Mrs Suzanne Hensher**, who is a qualified teacher and is undertaking the National Award for SEN Co-ordination. She holds the following qualifications

- BA Hons Education Studies (SEN Module focused),
- Accreditation for Soundwrite,
- Qualified BEAM Practitioner
- Accreditation in Autism
- Former HLTA Awarded: SEN Specialism,
- Accreditation for Language for Learning Course
- Accreditation for Attachment awareness and understanding
- Accreditation for National training in the Solihull approach
- Designated Safeguarding Lead (DSL)
- Accreditation for Foetal Alcohol Syndrome Diagnosis (FASD) awareness

Mrs Hensher is available on 01322 522151 or office@joydens-wood-junior.kent.sch.uk. She is a member of the Senior Leadership Team and works on SEND matters on a Monday, Tuesday and Friday.

Mr Paul Redford is the school's Deputy Headteacher and former SENCO/Inclusion Manager. He supports Mrs Hensher with all SEND matters. He is a qualified teacher. He has undertaken and achieved the National Award for SEN Co-ordination. He also holds the following qualifications:

- Bachelor Arts degree in Primary Education
- Designated Safeguarding Lead (DSL)
- Accreditation for Language for Learning Course

- Accreditation for Consistently Good/Outstanding Every Lesson Counts Course
- Accreditation for Executive Coaching
- Accreditation for Attachment awareness and understanding
- Accreditation for National training in the Solihull approach
- Qualified First Aider (Paediatric Training)
- Accreditation for Boxall Profile training
- Accreditation for Foetal Alcohol Syndrome Diagnosis (FASD) awareness
- WRAP Preventing Radicalisation training
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4a The named SEN Governor

The governing body of Joydens Wood Junior School has designated **Mrs Francesca Christmas** as its SEND Governor. It is their responsibility to:

- Be aware of the provision the school offers for SEN pupils.
- To understand the impact the whole school provision has for SEN pupils.
- To be aware of staff training and the impact it has on supporting children.
- To be aware and ensure Governors are informed on the latest SEN updates.
- Liaise with the SENCO on tracking SEN pupils' progress and attainment.
- Review with the SENCO the effectiveness of interventions.
- Ensure the financial and curriculum decisions made are appropriate for the needs of all pupils.
- To ensure all statutory expectations in relation to SEND needs are being met.
- To be aware of any other SEND matters that are relevant.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

A majority of our teachers and teaching assistants have had the following awareness training:

- Dyslexia
- Dyscalculia

- Autism
- Behaviour & Social difficulties
- Child Protection
- Attachment
- Phonics (Rapid Phonics)

In addition some teachers and teaching assistants have received Positive Handling training.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Ifield Smile Centre, Educational Psychologist, Speech and language therapist, occupational therapists, Specialist Teaching Service. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Joydens Wood Junior School are invited to discuss the progress of their children on two occasions a year and receive an interim report twice a year and a full written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO and a member of the Senior Leadership team to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service

- A Service Level Agreement with Educational Psychology service for 10 days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of DASCO and professional networks for SENCO eg SENCO forum

11 The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 (Code of Practice 2015, 6.39)

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Joydens Wood Junior School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

12a Transfer from Key Stage One to Key Stage Two

When pupils are transferring from Joydens Wood Infant School to Joydens Wood Junior School, regular meetings will take place between both schools' SENCOs. Where pupils have Special Educational Needs (including those with a Statement/EHCP) meetings with parents and pupils will take place between both schools Inclusion Leaders/SENCOs and Headteachers to ensure their provisions continue.

12b Transfer from Key Stage Two to Key Stage Three

When pupils are transferring from Joydens Wood Junior School to their given Secondary School, transitional meetings will take place between representatives from both schools to ensure all information about the pupils (including any provision in place) is shared. Review meetings in the new academic year may take place to see how pupils have settled in to their new secondary schools.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.