

Ashfield Junior School

Special Educational Needs & Disability (SEND) Policy

Aim

We aim to enable all children with Special Educational Needs & Disabilities (SEND) to achieve their full academic and social potential and to have equal access to a broad, balanced curriculum.

The purpose of this policy is to inform children and parents, staff, governors and the wider community how the school ensures effective provision for children with special educational needs.

Objectives of the SEND policy:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons and make progress in their learning
- To value and include the contribution of all children in the life of the school
- To work in partnership with parents to enable them to participate in their child's learning progress
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training, professional development opportunities and advice to support quality teaching and learning for all pupils

Code of Practice 2014

- There will no longer be statements of SEN issued by the Local Authority as Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS).

Defining SEND

The 2014 Code of Practice says that:

'A person has SEND 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.'

(2014 SEN Code of Practice: 0 to 25 Years)

Roles & Responsibilities

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular needs.

We have high expectations of all our children. Children on our SEND register make progress which compares well with the progress made by other children in school.

The Provision for children with SEND is the responsibility of all members of staff. Zoe Smith, is the SEND Co-ordinator (SENDCo) and she works closely with all teaching and support staff along with the head teacher and governors to ensure quality SEND provision across the school. She can be contacted through the school office or by email at ashfield-jun.cumbria.sch.uk. Our link SEND governor is Andrew Wallam and he can also be contacted via the school office.

Identification, Monitoring & Tracking

Identifying children at SENS (SEN Support): Children with SEND 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 pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually 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:
 1. Is significantly slower than that of their peers starting from the same baseline
 2. Fails to match or better the child's previous rate of progress
 3. Fails to close the attainment gap between the child and their peers

Parents sometimes ask us to look more closely at their child'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. Otherwise, the child is placed at SENS on our SEND register.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have a physical or physiological barrier which impedes their learning. The SEND co-ordinator will be able to help and support with this if needed.

All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENDCo.

Categories of SEND

There are four broad categories of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory.

We have children in all these categories of SEN.

SEND at Ashfield Junior

Profile of SEND at Ashfield Junior School

11% of our children are either at SENS (SEN support) or have statements/EHC Plans (Education, Health and Care Plans). All teachers expect to have children with SEND in their class and are trained and experienced in making sure that all have equal access to the curriculum.

Types of SEND which we currently have in school, during 2017-2018 include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

- Communication and Interaction
- Autistic spectrum and language condition
- Down's Syndrome
- Cognition and Learning
- Dyslexia, dyspraxia and dyscalculia
- Moderate learning difficulties
- Global developmental delay
- Social, Emotional and Mental Health
- ADHD
- Attachment disorders
- Emotional difficulties
- Mental health difficulties
- Physical and Sensory needs
- Hearing impaired
- Medical Needs
- Epilepsy
- Bowel disorders

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 either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEND.

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

- Meet with the SEND Co-ordinator
- Formally let them know that their child is being placed at SENS
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.
- Signpost websites and information which may help parents to support their child in 'closing the gap' in their learning.

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

The child will be represented at this meeting either in person or by completing a statement along with parents and/or the SEND co-ordinator or class teacher. The child's views will always be taken account of in any decisions made or support that is planned.

Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. This meeting will be with the SEND co-ordinator and class teacher where appropriate. Children with an EHCP or Statement will also have a formal review which will be held annually.

Recording Information for Children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- Termly, an Individual Education Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- On tracking and teacher assessment records, the teacher or teaching assistant records a short comment about progress made towards each of the targets.

Moving to an EHCP (Education, Health and Care Plan)

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.

Teaching and Learning

We believe that all children enjoy learning with the rest of their class. They build meaningful and positive bonds with their peers which underpin social and emotional development as well as supporting aspirational learning. Our ultimate aim is for all children to be working independently to achieve their potential. Children with SEND are entitled to be taught by their teacher and Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are tailored to the specific and current needs of the child. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

As part of this approach, we have a specialist sensory learning environment (Treetops) which supports children in acquiring basic skills through active and practical learning. Children can be in this classroom for up to five mornings per week but afternoons are always spent in class with their peers.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the Intervention, and by the SENDCo who monitors overall progress after the intervention.

- Interventions vary in length and are flexible in order to address the specific and current needs of the child.
- At the end of each half term, children's progress towards their targets is assessed and recorded.
- A decision is then made about the effectiveness of the support given and how to adapt provision to best meet the next targets.

The SENDCo monitors progress to identify 'what works' and identify successful strategies that can be usefully continued or developed.

Emotional and Social Development

We are aware of the close link between emotional and social development and the level of attainment of a child. Children with SEND are consulted at termly IEP reviews and their views are included as part of the termly SEND parent meeting.

We provide pastoral support in the form of nurture groups and a strong and inclusive PSHE curriculum in order to address children's social and emotional needs. All children are aware that they can seek adult support at any time with regard to issues of bullying or friendship difficulties. All staff are aware of vulnerable children and will take proactive steps to ensure that social and emotional issues are dealt with effectively, using difficulties as an opportunity to learn.

Adaptations to the Curriculum Teaching and Learning Environment

Ashfield Junior School is disability friendly. The school is one level, corridors are wide and we have an easy access toilet along with more specialist machinery such as a hoist and changing bench. Other adaptations to the physical environment have been made, as appropriate, to accommodate children with sensory disabilities.

If further adaptations or special equipment are necessary, we will either:

- Apply to the Local Authority for additional funding.
- Apply the School SEN budget
- Apply to charities or other organisations who are sometimes able to provide financial support.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc by ensuring classrooms are uncluttered and organised. This is good practice to support all children but is vital for those with specific sensory difficulties.

All of our children access the National Curriculum with adaptations to suit children with severe delay or learning difficulty. Some of our children are still following the Early Years curriculum or the KS1 curriculum and adaptations are made accordingly. We consciously recognise achievement and expertise in all curricular areas and at all levels of ability.

Access to extra-curricular activities

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

Staff Expertise

All of our teachers are trained and supported in their work with children with SEND. Teachers and teaching assistants have different levels of specialist training in order to deal with different kinds of physical need. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites. Local Authority support staff also provide specialist advice and staff training where appropriate.

Some support staff have expertise and training in specific areas of SEND and in specific interventions such as Reading Intervention and Phonics for spelling.

Additional expertise is provided by the Local Authority or the NHS. This includes access to

- Educational Psychologists and Advisory Teachers.
- Children with social, emotional and mental health needs

Behaviour is not classified as SEND. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), the school, in collaboration with the parents, would complete an Early Help Assessment and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Service).

All children's behaviour is responded to consistently in line with our Positive Behaviour Management Policy, although reasonable adjustments are made to accommodate individual needs.

Transfer/Transition Arrangements

Transfer within school - We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise children with their new environment
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Transition to Secondary School - Enhanced transition arrangements are tailored to meet individual needs.

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Andrew Wallam. He meets with the SENDCo at least termly to monitor SEND policy and practice.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. We value our relationships with parents and recognise the importance of working together to support children in their learning.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Cumbria's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cumbria's Local Offer is available from the school website.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and nonjudgmental attitude throughout the school.

March 2018

Review: Annual