



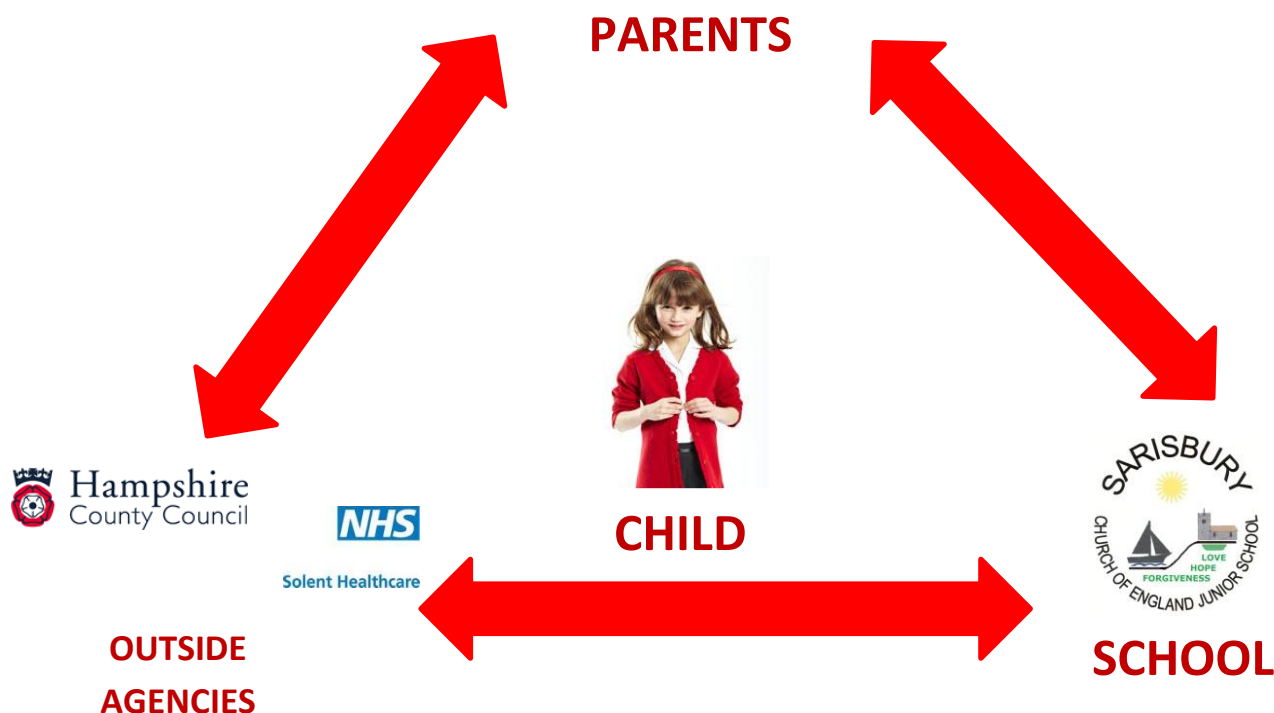
Working and learning together for success

### Special Educational Needs and Disabilities Policy (SEND)

#### Rationale

*“Our vision at Salisbury is to provide the best possible education for every child within a warm and caring Christian ethos. We are committed to ensuring equality of education and opportunity for all pupils and we believe that all pupils are entitled to a broad, balanced and relevant curriculum that is adapted to meet their needs. We believe access to ‘high quality first teaching’ is paramount to all children reaching their full potential.”*

This Special Educational Needs and Disability (SEND) policy outlines how we as a mainstream junior school aim to support and include your child when additional support is needed.



This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (July 2014)3.65 and has been written with reference to the following guidance and documents.

Equality Act 2010, advice for schools DFE Feb 2013

SEND Code of Practice 0-25 (July 2014)3.65

Schools SEN Information Report Regulations (2014)

Accessibility Plan

Teachers' Standards 2012

Safeguarding Policy

Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)

The National Curriculum in England Key Stage 1 & 2 Framework Document

Teaching & Learning Policy

Policy for Equal Opportunities

Policy for Able, Gifted & Talented

Discrimination & Disability Act

Sarisbury C of E Junior School Vision and Aims

## **SECTION1:**

The school's Special Educational Needs Coordinator is Rebecca Bleeck. You can contact via the school office (01489 573000). This policy was created by the school's SENCo in liaison with the Senior Leadership Team (SLT), governing body and staff.

### **What are special educational needs (SEN) or a disability?**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may 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 perform on normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions.

## **SECTION2: AIMS AND OBJECTIVES**

The aims of our special educational needs and disability policy and practice are:

- To ensure that all pupils have access to high quality inclusive teaching.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupil to the life of the school.

- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement.
- To identify at the earliest possible opportunity, barriers to learning and participation for pupils with SEN and Disability.
- To request, monitor and respond to parents/carers' and pupils' views to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with disabilities and medical conditions to achieve full inclusion in all school activities through consultation with health and social care professionals, in order to meet the medical needs of pupils
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEN Policy
- To work within the guidance provided in the SEN Code of Practice 2014

### **SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The Code of Practice 2014 describes the four broad categories of need and the purpose of identification is to work out what action the school needs to take. At Sarisbury we identify the needs of pupils by considering the needs of the whole child which will include not only the educational needs.

#### **Four Categories of SEN**

##### **Communication and Interaction, including:**

- SLCN (Speech, Language and Communication Needs)
- ASD (Autism Spectrum Disorder)

##### **Cognition and Learning when children learn at a slower pace than their peers, even with appropriate differentiation. This includes:**

- MLD (Moderate Learning Difficulties)
- SLD(Severe Learning Difficulties- where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
- PMLD(Profound and Multiple Learning Difficulties- where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment)
- SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia)

##### **Social, Emotional and Mental Health Difficulties. They include:**

- A wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health

conditions such as anxiety, depressions, self-harming etc. or other physical symptoms that are medically unexplained

- ADD ( Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

#### **Sensory and or Physical Needs, including:**

- Visual Impairment
- Hearing impairment
- Multi-sensory Impairment
- Physical Disability

Additional Needs are not the same as Special Educational Needs, but may nevertheless impact on progress and attainment. These include the following:

-Disability (the Code of Practice outlines the 'reasonable adjustment duty of all settings and schools provided under current Disability Equality legislation- these alone do not constitute SE)

- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Receiving Pupil Premium grant
- Being a 'Looked After Child'
- Being a child of a Serviceman/woman

Additional Needs provision is managed by the Rebecca Bleeck.

#### **SECTION 4: A GRADUATED APPROACH TO SEN SUPPORT**

The school follows the SEN Code of Practice 2014: 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs, the four key actions are:

- Assess:** the class teacher and SENCo should clearly analyse a pupil's needs deeper identifying a child as needing SEN support
- Plan:** parents must be notified whenever it is decided that a pupil is to be provided with SEN support
- Do:** the class teacher is responsible for working with the child daily, where interventions involve group or 1:1 teaching away from the main teacher; he/she still retains responsibility for that pupil's learning
- Review:** the effectiveness of the support should be reviews in line with the agreed date

Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff.

High quality inclusive teaching, differentiated for a pupil's individual needs is the first step in responding to pupils who have or may have Special Educational Needs. Additional intervention and support cannot compensate for reduced good quality teaching.

Sarisbury C, of E. Junior School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement and those with Special Educational Needs. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the Special Educational Needs most frequently encountered.

The decision to provide additional learning support for a child with special educational needs involves the teacher and SENCo considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. We then consult with parents to discuss our concerns further and make any final decisions. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

If a child is identified as having Special Educational Needs or a disability, with the agreement of parents/cares, they are placed on the SEN register. At this stage, a Personal Learning Plan (PLP) is drawn up in consultation with parents/careers and the pupil. If, despite additional provision and consultation with external agencies as appropriate, the child's progress and/or levels of achievement are still cause for concern, a decision may be made or request formal assessment for an EHCP (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review covering at least two terms. On gathering all relevant advice about a pupil's progress, the Hampshire SEN team may as a result issue an EHCP outlining outcomes to be met and additional provision to be provided.

#### **SECTION5: MANANGING PUPILS' NEEDS ON THE SEND REGISTER**

The class teacher alongside the SENCo will discuss individual childrens' needs and what support would be appropriate. If required, advice from an outside agency will be sought. Individual children will require different types of support and varying levels of support in order to close any learning gaps and to maximise progress towards age related expectation.

The class teacher and Year Group Leader meet with the SENCo every term for the SEN Review meeting. During this meeting, children's' progress is discussed and progress data shared. Prior to the meeting, the Learning Support Team carries out assessments to track children's' progress and monitor the impact of intervention programmes. These meetings enable the SENCo to update the SEN register and also to prepare an SEN provision map.

If further assessment is needed to begin to understand any slow progress, a referral to the Educational Psychologist or other external agencies may also be made. For children with more complex needs, Statutory Assessment may be appropriate, at which point the Hampshire County Council SEN team will decide if an Educational Health Care Plan (EHCP) is necessary. If the school is unable to fully meet the needs of a pupil, further advice will be sought from external agencies.

All children on the Special Educational Needs Register have an Personal Learning Plan (PLP) which will set out their individual targets. These are written in consultation with the parents and are based on the child's individual needs.

PLPs are reviewed at least termly, and comments are made against each target to show what progress the child has made, before new targets are set. If the child has not reached the target, the reason for this will be discussed, then the target may be broken down into smaller steps or a different approach may be tried to ensure that the child maximises progress.

#### **SECTION 5a: CRITERIA FOR EXITING THE SEN REGISTER**

Where a child no longer meets the Hampshire Criteria for SEN Support, or has made sufficient progress to 'close the gap', they may be removed from the SEN Register. This decision will be taken in

discussion with the parent/carer, as a result of assessments carried out as part of the termly SEN Reviews.

Children who have recently been removed from the SEN Register, or those whose progress is causing concern but do not meet the criteria for SEN Support, are closely monitored and given targeted support to help them get back on track. This is known as Early Intervention.

## **SECTION 6: SUPPORTING PUPILS AND FAMILIES**

### **The SEN Information Report**

We are required by law to provide a SEN Information Report. This can be found on our website <http://sisonline.org.uk/children-with-special-educational-needs/> and contains information about the implementation of this policy.

### **Transition**

We have an excellent relationship with our feeder infant school and there is a well-planned 'transition programme' that enables children to become very familiar with the school and its staff. Our Yr3 staff and SENCo visit the infant/current school to discuss pupils and observe them in a 'familiar' environment. For children with SEN who may find the transition more challenging we offer the opportunity of further visits.

If a child requires a high level of SEN support parents will be invited to an TPA (Transition Partnership Agreement) meeting with either the infant school or secondary school to ensure necessary provision is put in place.

When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits. Our 'feeder' secondary school, Brookfield Community School & Language College, runs a programme specifically tailored to aid transition for specific youngsters if they require it. Our SENCo meets with the secondary school SENCo to discuss SEN pupils' needs

We liaise closely with staff and parents when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

### **Admission**

Normal admission arrangements apply. The admissions policy is based on the agreed Hampshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, the governors will make reasonable adjustment to ensure the child's needs are fully met. If a child is transferring into the school with a statement or EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

### **Access Arrangements**

A small number of children may need additional arrangements so they can take part in the key stage 2 tests. Decisions regarding additional time, or the use of a reader, prompter or scribe are made by the Yr6 Year Group Leader along with the Head and Inclusion Manager. In these rare cases,

the school will have evidence to show that resources are routinely committed to providing this support.

### Further Information

- the Hampshire County Council Local Authority Local Offer ([www.hantslocaloffer.info](http://www.hantslocaloffer.info)).
- the school's SEN Information Report (available on our website (<http://sjsonline.org.uk/>))
- Hampshire Parent Partnership (<http://www3.hants.gov.uk/parentpartnership>)
- National Parent Partnership (<http://www.parentpartnership.org.uk/>)
- Independent Parental Special Education Advice (<http://ipsea.org.uk/>)

### SECTION7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Sarisbury Junior School is an inclusive community that aims to support and welcome pupils with medical conditions. 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. Please refer to the school's policy on managing the medical conditions of pupils for further information.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice: 0-25 Years(2014) is followed.

### SECTION8: MONITIRNG AND EVALUATING OF SEN

All childrens' progress is monitored, and children who have or may have Special Eductaional Needs are monitored even more closely. We expect our intervention programmes to at least double the rate of progress. If the desired outcome is not achieved, discussions will take place with class teacher and LSA to establish the reasons for the lack of impact. It may be that a different programme is needed, or that the intervention needs to continue for a longer period.

Regular monitoring of teaching is carried out to ensure that the highest quality of teaching and learning is carried out. This is in the form of observations of staff members (teachers and LSAs), work sampling and book scrutiny, parent and pupil questionnaires. The governing body also has responsibility for monitoring the effectiveness of the educational provision for all children. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

### SECTION 9: TRAINING AND RESOURCES

Delegated funding for pupils with a Statement of Special Educational Need or an EHC Plan is mainly used to pay salaries for one-to-one dedicated staff. Other devolved funding is allocated to support the needs of pupils with Additional Needs where required. Pupil Premium money is carefully allocated to support and improve the learning outcomes for pupils who are entitled to the grant.

Additional school funds support the management of SEN provision by purchasing resources and training staff to meet the changing needs of the pupil profile, for example purchasing intervention programmes and assessment packages, and training staff in their use.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and

needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are generally identified as part of Performance Management interviews. When necessary we would access specific training for a pupil's needs to ensure we can offer the highest quality of provision.

All teachers and support staff undertake induction on taking up a post. The school's SENCo regularly attends the Cluster SENCo circle meetings in order to keep up to date with local and national updates in SEN. The school regularly attends County SEN briefings and the SEN Annual Conference.

## **SECTION 10: ROLES AND RESPONSIBILITIES**

The Head teacher, Governors, teachers and the SEN Co-ordinator (SENCo) are committed to ensuring that effective provision is made for pupils with SEN. The role of the SENCo is to co-ordinate and facilitates the class teachers, to enable them to be responsible for their own pupils with special needs. When extra staffing is allocated for individual needs, the SENCo undertakes to co-ordinate and sustain learning support.

### **The Special Needs Co-ordinator (SENCO) will be responsible for:**

- overseeing the day to day operation of the school's SEN policy;
- carrying out observations and assessments of individual pupils to help support and provide for them;
- liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
- coordinating 1:1 and group learning support
- keeping the head teacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
- tracking pupils' progress using PLPs and other records;
- maintaining the school's SEN register and overseeing other records for all pupils with SEN;
- identifying and monitoring areas of need and provision across the school, reporting to the head teacher;
- advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
- liaising with parents of children with SEN, keeping notes of these meetings;
- contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators in cluster schools;

### **The Head teacher is accountable for SEN provisions, with responsibility for:**

- ensuring that the SENCo and other staff have sufficient time allocated to carry out their teaching and administrative roles;
- liaising with SENCo regularly regarding individual children;
- discussing staff training needs and the sharing of good teaching practice with SENCo;
- looking at resource requests for the SEN team.
- evaluating SEN provision.
- strategic planning of SEN provision in liaison with the SENCo, SEN Governor and SLT.

### **The Governing Body**

It is the responsibility of the Governing Body to report upon the successful implementation of the SEN policy and its success in achieving progress for each child.

They will be responsible for:

- Keeping up to date on how funding, equipment and personnel resources are deployed



- Working alongside staff to develop and monitor the school's SEN policy.
- Monitoring the quality of SEN provision.
- Ensuring that SEN provision is an integral part of the School Development Plan.
- Considering and reporting to parents the effectiveness of the school's work on behalf of children with SEN

**The SEN Governor is Marisa Lamb**

**As "All teachers are teachers of children with Special Educational Needs", the class teachers will be responsible for:**

- Writing in consultation with parents and SENCo an PLP for all children on the SEN register
- Providing 'high quality inclusive teaching' and effective differentiation so that all children make progress
- Meeting parents of all children on the SEN register at least once a term
- Overseeing the pastoral, medical and social care of each child in their class,
- direct support from learning support assistants if appropriate;
- **The role of the Learning Support Assistant**
- Delivering the additional support children need, as directed by the Class Teacher and SENCo and identified on the school's provision map/their IEP.
- Preparing resources in advance of intervention sessions and making notes of the sessions for the Class Teacher
- Assessing the impact of interventions and sharing this information with class teacher/SENCo

**Safeguarding**~ the members of staff responsible for Safeguarding are Andy Stockton (Head teacher) and Rebecca Bleeck (Assistant Head and SENCo)

**Pupil Premium Grant** ~ the teacher responsible for the strategic planning and allocation of the school's Pupil Premium Grant is Rebecca Bleeck ( Assistant Head teacher)

**Medical needs of pupils**~ the member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Louise Leon (Finance Officer)

### **Section 11: STORING AND MANAGING INFORMATION**

Documents containing sensitive and personal information are kept in a locked filing cabinet in the SENCo Office Room. Details about SEN Provision and progress are kept until the child/young person reaches the age of 25, in accordance with standard practice. This information will be passed on to pupils' new schools when they transfer. Information is shared on a need to know basis and documents are stored in line with the school policies on Information Management and Confidentiality. Copies of these can be obtained from the school office.

### **SECTION12: REVIEWING THE POLICY**

This policy is reviewed every two years or sooner if there is a significant change in statutory requirements or guidance.

### **SECTION 13: ACCESSIBILITY**

The Disability and Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, places a

duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Sarisbury C of E Junior School has produced a written accessibility plan, available to view on request.

Sarisbury C of E Junior endeavours to increase and promote access for disabled pupils to the school curriculum through teaching a diverse curriculum which is differentiated and the provision of after-school clubs, leisure and cultural activities or school visits.

Where appropriate the school ensures information is provided to the pupil in a form that is accessible to them. Examples might include handouts, timetables, textbooks and pictorial information about school events. The information will take into account the pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

#### **SECTION 14: DEALING WITH COMPLAINTS**

In the first instance, any complaint should be addressed to the SENCo or Head teacher. If the problem cannot be resolved by this means the Special Needs Governor or Head teacher, the complaints panel of the Governing Body may become involved. In the final instance, if school based solutions fail to resolve the complaint, parents should write to:

The Education Department (SEN Section)  
Hampshire County Council  
The Castle  
Winchester  
SO22 8UG

Please refer to the school's complaints procedure.

#### **SECTION 15: BULLYING**

Sarisbury C of E Junior School has an Anti-Bullying Policy which is inclusive of all pupils. The policy reflects the need to educate pupils on how to deal and report incidents of bullying. The Anti-Bullying Policy is available from the school website.

#### **SECTION 16: APPENDICES**

##### **Appendix 1~ Assessments used in school**

British Picture Vocabulary Test  
Dictation from Spelling in Context~ Diagnostic Grid  
Good enough ~Draw a Man Test  
Phonological awareness test  
Reading Letter Phonemes  
Spelling Letter Graphemes  
Working Memory Rating Scale  
Strengths & Difficulties Questionnaire  
Sandwell Early Numeracy Test  
SPAR~ Spelling and Reading Assessment  
Salford Reading Test  
Vernon Spelling Test  
SATs  
NFER testing in each year group

**Appendix 2~ Outside Agencies**

Educational Psychologist

General Practitioners

National Health Occupational Therapist

National Health Physiotherapist

National Health Speech and Language Therapist

Ethnic Minority and Traveller Achievement Service

Paediatrician

Child and Adolescent Mental Health Service

Locality Workers

Social Workers

Specialist Teacher Advisors for Visual, hearing and Physical Needs

Hampshire Primary Behaviour Support

Heathfield Outreach

Fareham Mental Health Hub

Specialist Outside Agencies, e.g. Hampshire Autistic Society or Portsmouth Downs Syndrome Association