

SEND POLICY



This policy complies with the statutory requirements laid out in the Special Educational Needs Code of Practice 0 – 25 (SEN CoP, June, 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

The Policy was developed through the work of the Oakwood Learning Community's Strategic Leadership for SEN/D provision group.

The Policy has been approved by The Governor's for each school, in liaison with the Senior Leadership team. The Policy has been shared via whole school staff training and is available on the school's website for parents and carers to view at <https://www.inspiretrust.uk/page-template/statutory-documents/>

HEADTEACHER: Jennifer Dawson

SENDSCO: Louise Grice

Louise holds QTS and has the National Award for SEN gained in 2012. Louise is also a Specialist Leader of Education with a specialism in SEN.

AIM:

The aims of the policy are:

- To ensure that there is a consistency of approach throughout all key stages towards the identification of SEND.
- To ensure pupil needs are identified early and that timely intervention is put into place.
- To ensure that there is a smooth transition across and within key stages for all pupils and that information is shared as to how to meet need.
- To involve parents, pupils and in others in developing a partnership of support, enabling full confidence in strategies adopted by the school.
- To outline how the school makes learning accessible to all pupils by outlining the accessibility plan.

Identifying Special Educational Needs.

At Sitwell Junior School, we recognise that pupils are individuals with individual skills, strengths and needs. We will endeavour to meet the needs of all pupils through access to quality first teaching. However, we recognise that there are many factors that can impact on how pupils access learning, such as;

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all schools under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Disadvantaged Pupil Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

These may impact upon progress and attainment, however should not be classified as SEND. The SEN CoP (2014) states that “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (p.94)

In accordance with the SEN CoP, children will be identified as needing extra support if, despite high quality teaching, their progress is:

- significantly slower than that of other children of a similar age.
- failing to match the child’s usual rate of progress.
- failing to close the attainment gap between the child and their peers.
- widening the attainment gap.

The SEN CoP outlines four broad areas of need to support identification of SEND. However, the purpose of identification is to work out what action the school needs to take to meet the needs of the pupil and should not be used to fit a pupil into a category. In practice, individual pupils often have needs that cut across all of these areas and pupil’s needs may change over time.

These needs are described as:

Communication and interaction

- Speech, Language and Communication Needs
- Children and young people with Autistic Spectrum Condition.

Cognition and learning

- General learning difficulties, including moderate learning difficulties (MLD) and severe learning difficulties (SLD).
- Specific learning difficulties (SpLD), effecting one or more specific aspects of learning, including dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

- Special educational provision as a result of a disability which prevents or hinders them from making use of the educational facilities generally provided. This can include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

It should be noted that slow progress and low attainment may be an indicator of a learning difficulty, but do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as such, without following the graduated response pathway (detailed below). Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

A Graduated Response

The graduated response is the pathway taken to ensure a child's needs are met at the right level, with increasing levels of intervention as they are required. In practice, this happens in graduated steps:

- A pupil is identified as making less/slow progress or as working at a lower attainment level than his/her peers.
- The class teacher will look at their own planning, teaching and differentiation to ensure it is appropriately pitched. They will consider the child's current needs, including if they have any additional barriers to learning, which may be impacting on progress and attainment. Practice will be adapted to ensure the child can access quality first teaching and this would be discussed with the relevant professionals within school and the child's parents. This would be monitored for half a term.
- If little or no progress is seen, despite access to quality first teaching, further adaptation is needed at classroom level. This may involve the use of specific resources, different types of input, ICT resources or specific additional support within the class. Classroom level support would be organised by the class teacher and they will inform the SENDCo and the child's parents. The child would be entered onto the SEND register, categorised as 'School Response'. At this point, details of the extra provision in place will be recorded on the whole school provision map, so that intervention and support can be tracked and monitored. This level of support would be monitored for a term and then reviewed.
- If little or no progress is seen, a more specialised programme of support is required. This will be discussed with the pupil and parents before it is put into place. With support from the SENDCO, the class teacher will set highly personalised and relevant targets to address significant gaps in learning, which will be recorded on an individual education plan (IEP.) At this point, a referral to an external agency such as the Specialist Inclusion Team (SIT), Educational Psychology Services (EPS) or occupational therapy (OT) may be required, so that they can assess the pupil and input into their required targets and intervention. If a programme of 1:1 support is required, this will be timetabled by the SENDCO, and delivered by a TA who has accessed the relevant training. Classroom support strategies will also continue, in addition to this 1:1 time. When intervention is set up, it remains the responsibility of the class teacher to track day to day progress against the target, to ensure the intervention work is also supported in class and to monitor overall impact. This can be in consultation with the SENDCO for support. This level of support will be reviewed each term, so that new targets can be set or intervention be reduced back to classroom level once significant progress is seen. At this stage, the child will be categorised as 'Formal Response' on the SEND register and the whole school provision map will be updated to reflect what is in place to support the pupil.

- In instances where pupils have very complex needs, where there is a profound gap between attainment levels and age-related expectations or an extremely significantly slow rate of progress despite high quality intervention and support, it may be decided that a statutory assessment by the local authority is required. This could result in an Education, Health and Care Plan (EHCP, previously known as a Statement). If this is required, the decision to apply will be made by the team working around the child and will take into account the needs and views of the child and the family, the history of provision for the child and the assessments and views of professionals including the class teacher, SENDCO and other agencies who have previously advised.

The Review Cycle

The SEN CoP advocates the use of the Plan, Do, Review cycle, where provision is planned for, delivered for a set period and then reviewed, as described above as part of Sitwell Junior School's graduated response.

The progress of all pupils is reviewed within school through daily assessment against learning objectives, termly pupil progress meetings, open evenings with parents in the Autumn and Spring terms and a formal written report in the Summer term. For pupils with SEND who are categorised as 'School Reponse', parents are given additional time at open evening to discuss their children's needs and are invited to an additional review in the summer term. In addition to this, the SENDCO will ask for progress updates from class teachers on a termly basis, so a decision can be made if further support is required. For pupils categorised as 'Formal Response', a termly review will be held, where parents and all professionals involved with supporting the pupil, including the SENDCO, will be present to review the child's targets.

At each stage, the child will be involved in the plan, do, and review cycle. Where appropriate, they will be invited to attend the meeting. Where this is not deemed to be appropriate, their views will be obtained beforehand.

Criteria for Exiting the SEND Register

It should be noted that the SEND Register at Sitwell Junior School is a fluid working document. Pupils can be placed on the SEND register as well as removed from the register. This will always be done in consultation with key stakeholders, including pupils and parents.

Support for Pupils and Families

The SEN CoP states that Local authorities must publish a Local Offer, which sets out in one place information about the provision that they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. The purpose of the Local Offer is to provide clear, comprehensive, accessible and up to date information about provision that is

available and how to access it, plus to make the provision more responsive to local needs by involving all key stakeholder in its development and review.

The Local Offer can be found here by visiting this website:

<http://www.rotherhamsendlocaloffer.org/>

Sitwell Junior School has a statutory duty to provide an SEND Information report. This can be found on the school's website at <https://www.inspiretrust.uk/page-template/statutory-documents/>

We have a clear admission's policy which can be located in school.

Transition

For pupils in Year 6, transition days are organised at the relevant secondary school, introducing pupils to a variety of teaching staff, lessons and additional activities that they may expect in Year 7. In addition, the SENDCo and transition mentor visit the feeder primary schools to meet and work with the pupils. The SENDCo at Sitwell Junior School also holds an informal coffee morning, so that parents can drop in to discuss any concerns they might have about their child's transition. Where necessary, additional transition arrangements can be made for individual pupils, including extra visits to the school (accompanied by a member of staff or parents if appropriate), preparatory work with a member of the learning mentor team, transition passports and 'taster' sessions after school. These transition arrangements also apply for pupils moving to/from a different junior school, between classes, or entering our school at Y3.

Supporting Pupils at School with Medical Conditions

At Sitwell Junior we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some pupils 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 pupils may also have Special Educational Needs and they may have an Education Health and Care Plan (EHC) which brings together health and social care needs as well as their SEND provision. In these circumstances, the SEN CoP is followed.

Monitoring and Evaluation of SEN

Sitwell Junior School's SEND Policy is reviewed annually, under these recommendations of the SEN CoP. This will be done in consultation with governors, staff and families through a working party.

Sitwell Junior School will contribute to the Local Offer that the local authority publishes reviewing and updating its contributions annually.

The SEN information report will be reviewed, updated and published annually.

Funding, Training and Resources

As an Academy, Sitwell Junior School receives funding directly from central government to support the needs of learners with SEND.

Within school, the training needs of staff are identified through appraisal and through planning, work and teaching scrutiny. Staff are also responsible for identifying their own training need and seek support/advice as appropriate, whether this be from the SENDCO and/or other staff with areas of expertise.

Sitwell Junior School is also committed to meeting the emerging needs of pupils. Training is delivered within school by the SENDCO, other professionals within the learning community and/or from external agencies to ensure we have the skills in school to meet new needs to make learning accessible to all.

All teachers and professional support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Key information is also shared with regards to pupil needs on the first INSET day of the academic year.

The SENDCO (Louise Grice) will regularly attend the Local Authority's network meetings in order to keep up to date with local and national updates in SEN.

Role and Responsibilities

There is a SEND Governor and their role is to establish that the appropriate arrangements are being made in school to ensure the SEN CoP is being followed.

Class teachers are responsible for the provision and progress of all pupils in their class with Special Educational and Disability Needs. The SENDCO (Louise Grice) is responsible for overseeing and advising class teachers with this, as well as organising reviews, making referrals to external agencies, meeting training needs and updating policies and procedures across school. The school employs teaching assistants (TAs). Their ultimate role is to provide additional support within the classroom for all pupils, which can include working alongside the teacher to ensure that pupils with additional educational needs are included within the classroom. The SENDCO is responsible for overseeing their deployment across the school, however, the teacher in the classroom should liaise with them re the needs of individual pupils.

All records and information relating to SEND are kept in a locked cupboard inside the Headteacher's office. When a child moves to a different school, the paperwork is passed on with the child.

Accessibility

Sitwell Junior School is fully compliant with DDA requirements:

- It is on a split-level with two flights of stairs, but does have a lift and an outdoor ramp to access the upper level.

- There is an accessible toilet and parking.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After and before-school provision is available to all children, including those with SEND.
- Extra-curricular activities are available and accessible to children, including those with SEND.

Sitwell Junior School makes every effort to make the curriculum accessible to all pupils, including those with SEND. Planning, teaching and resources are adapted to ensure that all pupils can use them. Where necessary, adult support is used to help children engage in learning in a way that is accessible to them.

Bullying

The school has a zero-tolerance approach to bullying. It will actively work with all parties to ensure that no pupil, regardless of their SEND status, feels unsafe at school.

As a school, we work hard to ensure that unacceptable behaviour is challenged and as a school re-tracking work is carried out with pupils to ensure that they have time to examine the consequences of their behaviour.

For more information, please see the schools' bullying and behaviour policies.

Complaints

The school works wherever possible in close partnership with parents and carers to ensure a collaborative approach to meeting pupil's needs. All complaints are taken seriously and heard through the school's complaints procedure, details of which can be found within school.