



Southbourne Junior School

SEND Policy

Reviewed Date: January 2022 (To be reviewed annually)

Next Review: January 2023

Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Southbourne Junior School

All schools must have a Special Educational Needs (SEN) and Disability Policy; also known as a SEND Policy. This is a duty set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015). A SEND Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEN:

1. Communication and interaction needs (C&I)
2. Cognition and learning difficulties (C&L)
3. Social, emotional and mental health difficulties (SEMH)
4. Sensory and/or physical needs (S&P)

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to day activities.' More detail about SEN and disability can be found on West Sussex website <https://westsussex.local-offer.org>

ROLES AND RESPONSIBILITIES

The **governing body** ensures that the school meets the duties set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years. The Governor with oversight of the arrangements for SEND at our school is: Mrs Andrea Nemes.

Our **Headteacher**, Mrs Louise Gasser, has overall responsibility for SEND at our school.

Our Special Educational Needs and Inclusion Lead (SENCO) is Mrs Emily Cowdry. Her day to day role includes: working together with parents, ensuring the needs of all pupils are met, tracking

interventions across the school, supporting teachers with how to support the individual needs of their pupils.

Parents can contact our SENCO by ringing the school office or emailing her directly at senco@southbournejuniors.co.uk

COMPLIANCE

This Policy has been written in consultation with staff, governors, pupils and parents and complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25: 2014 sec 69. It 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 (June 2014)

Schools SEN Information Report Regulations (2014)

INTRODUCTION

We recognise that every child is an individual with different needs. This policy details how staff at Southbourne Junior School work to ensure that a pupil's special educational needs (SEN) are effectively met through a four step; assess, plan, do and review cycle. Staff at Southbourne Junior School will use their best endeavours to ensure pupils with SEN are able to join in the activities of the school, so far as is reasonably practical and compatible, with the child receiving the learning opportunities their individual needs demand.

School Values

All adults who work in school are expected to work and behave in such a way as to promote our school values which are as follows:

Together we will achieve...

Perseverance, Respect, Independence, Discovery, Enthusiasm

Perseverance - We show perseverance in all aspects of our learning showing positivity, determination and resilience

Respect - We respect ourselves, others and the community, gaining trust and responsibilities on our continuing journey

Independence - We develop independence through a nurturing environment which provides us with the confidence and self-esteem to challenge ourselves

Discovery - We use discovery, creativity and collaboration to enhance our learning and to grow an enquiring mind

Enthusiasm -We demonstrate enthusiasm for all aspects of school life that instils us with a passion for lifelong learning

Aims

- To meet the differing needs of all pupils.
- To foster continuing parental involvement to meet the needs of the children
- To ensure that the views of the child are sought and taken into account.
- To ensure that each member of staff recognises and accepts professional responsibility for meeting pupils' individual needs.
- To fully integrate the SEN child into mainstream classroom activities without the learning of other children being disadvantaged.
- To follow school and LA procedures for identifying, assessing and providing for pupils with SEN.
- To do our best endeavours to ensure progression and continuity both within school and between schools.
- To enlist the co-operation of other appropriate professionals and agencies.
- To ensure that staff who support children with SEN are appropriately trained.

- To support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Objectives

In order to meet the SEN of the children at Southbourne Junior School we make every effort to;

- Ensure **early identification** of SEN
- Work in **collaboration** with the parents/carers of children with SEN so that we can work together to support their child
- Work with the pupils to **establish their views** and respond effectively to them
- Develop **personal learning passports** in collaboration with the pupils and their parents/carers
- Provide a **graduated response** to each individual's SEN
- Ensure that children and young people with SEN **engage** in the activities of the school alongside pupils who do not have SEN
- Use a **variety of teaching styles**, and cater for different learning styles to allow children with SEN to access the National Curriculum
- Children make the **best possible progress** towards the desired outcomes set for them
- Use **quality resources** to effectively support children with SEN
- **Assess** and keep records of the progress of children with SEN
- Work with **outside agencies** that provide specialist support, resources and interventions for children with SEN
- Provide effective, **targeted support** and training for all staff working with children with SEN

The school will have regard to Section 19 of the Children and Families Act 2014 when carrying out its duties toward all pupils with SEN and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

THE GRADUATED APPROACH TO SEN SUPPORT

Identification of pupil needs

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible.

We start by:

- providing quality first teaching for all pupils (Ordinarily Available Inclusive Practice)
- regularly assessing our pupils' progress and targeting areas of difficulty through same-day interventions to allow them to 'narrow the gap' between them and their peers
- identifying pupils who have specific gaps in learning may receive short term interventions lasting approximately 6-8 weeks to enable them to 'catch-up'
- identifying pupils who may need longer term interventions to support them to make progress

At Southbourne Junior School, we identify children with SEN as early as possible, through regular contact with our feeder Infant School settings and through ongoing assessment throughout year 3 to 6. Throughout the school we monitor and track the progress of all children through an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

If a teacher is concerned about an aspect of a child's progress, behaviour or well-being, they will decide what strategies to take within the normal daily classroom routine and record observations and progress through the school monitoring process. Parents can raise concerns about their child by contacting class teachers or the school SENCO.

Cause for concern referral

Following concerns raised by the class teacher or parents, a 'pencil portrait' of the pupil will be created on a cause for concern referral form. This is the beginning of the initial Assess, Plan, Do, Review cycle (detailed below).

The cause for concern referral form will be shared with the SENCO to plan the interventions and strategies to target the pupils' barriers. If necessary, the teacher and SENCO will invite the parents/carers of the child into school to discuss the concerns.

Planned support and intervention may include...

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to outside agencies for advice on strategies or interventions

If a pupil shows persistent social, emotional or behavioural difficulties which are not reduced by the behaviour management techniques usually employed in the classroom, then a behaviour log will be set up to monitor progress, identify patterns and develop effective strategies to overcome these difficulties.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents/carers agree. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Once intervention and support has been embedded, The SENCO, class teacher, pupil and parents when appropriate will review the impact of the planned support or intervention. This cycle of Assess, Plan, Do, Review will be recorded on the Cause for Concern referral form.

SEN Support

Following review of this initial cycle, where progress continues to be less than expected the class teacher, working with the SENCO, should complete a more detailed assessment of the child's needs.

The triggers for *SEN Support* will be that, despite receiving targeted support through class based strategies and interventions, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

Evidence is gathered including the views of the pupil and their parents /carers alongside class assessments and formative and SEN assessments where appropriate. The pupil's response to such assessment can highlight their particular needs so they are more effectively targeted. The assessments used include PhAB for phonological awareness, Neale analysis of reading, DST Junior for dyslexia alongside teacher assessments and information from the infant school.

The identification and assessment of the SEN of children whose first language is not English requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Pupils requiring SEN support will often benefit from the advice of external agencies who may advise and/or undertake specialist assessments to inform the planning and the measurement of a pupil's progress, and in some cases provide support or equipment for particular needs. When school seeks the help of external agencies, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment.

Assess, Plan, Do, Review

At Southbourne Junior School we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress.

The four parts of this approach are as follows:

1. **Assess** – we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so

2. **Plan** - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. **Do** – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. **Review** – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

Teachers complete an “Assess, Plan, Do, Review” each term in consultation with the SENCO for all pupils requiring SEN Support.

Personal ‘Learning Passports’

All children requiring SEN Support will have a Learning Passport informed by the Assess, Plan Do, Review cycle. This will set out fresh strategies for supporting the child’s progress. These will be implemented via targeted support in the normal classroom setting and through intervention groups out of class. Details of specific barriers to learning and the associated strategies employed to remove these barriers and enable the child to progress will be agreed in collaboration with the parents/carers, class teacher and SENCo. The agreed targets will be recorded within a Personal Learning Passport which will include information about:

- The child and the areas they have identified as important
- The strengths and skills they have recently achieved
- Targets which detail specific outcomes to be achieved
- The support to be provided, by whom and when
- The next steps
- A running record detailing how the pupil responds to the support
- Review of progress towards the intended outcomes including parent views
- When the plan is to be reviewed

Targeted support is coordinated by the SENCo to provide the support and intervention necessary for the pupil to access the curriculum fully.

Request for Statutory Assessment

If the child continues to make very little or no progress, the school, though the Head teacher and SENCo or the parents / carers may request that the LA consider carrying out a statutory assessment of the child’s SEN. If the LA agrees, it will collect information from all the people who have been involved with the child. From this the LA decides whether the child would benefit from an Education Health and Care Plan (EHCP) or whether their needs can be met with SEN support.

Educational Health and Care Plan (EHCP)

An EHCP is a legally binding document which sets out the provision the child must receive to meet his/her SEN. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child’s progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical

conditions may already have an EHCP when they start in Year 3. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school. Children with physical or medical needs also require a care plan and, if appropriate a moving and handling plan, drawn up by the school and specialist health professionals.

Arrangements for monitoring and evaluation

Pupil progress is assessed and monitored by class teachers, the senior leadership team and the SENCo. Information is collected using various tools including assessing pupil progress through standard attainment tests. Learning Passports are reviewed and new targets set each term. The quality of provision is monitored through a cycle of lesson observations, intervention observations and work scrutiny. The progress and attainment of all pupils in the school is recorded and analysed each term through Pupil Progress Meetings.

Criteria for exiting the SEN register / record

The progress of all pupils is recorded and monitored each term. Pupils requiring SEN support will have a personal Learning Passport (IEP) that is reviewed and updated each term. If this monitoring and planning update indicates that the pupil has made rapid progress and their attainment is no longer significantly below that of their peers, removal from the SEN register will be considered. This review will be completed in collaboration with the pupil, parents, teaching and support staff and the school SENCo. If the pupil no longer requires SEN support, classroom support will be made available as required and monitoring of progress and attainment will continue.

WORKING IN PARTNERSHIP WITH PARENTS/CARERS

Parents/carers of children with SEN are kept fully informed of the provision that is being made for their children. Parents/carers co-produce their child's Learning Passport each term and are invited to review progress towards the targets. The school will always ask permission of parents/carers before approaching other professionals and outside agencies for information about their child.

ADMISSION ARRANGEMENTS

In line with the current Local Authority admissions policy, a place at Southbourne Junior School is available to a child with SEND provided:

- The parents wish the child to attend the school
- The child's special educational needs can be met by the school
- Other pupils will not be disadvantaged
- Resources will be used efficiently

TRANSITION

If a pupil with SEN finds it difficult to move from one phase of education to another or when they transfer to a new school we develop a transition plan to specify the support to be provided. This support plan can include a timetable of visits, social stories, a photographic record and social skills group work. The specific content of each plan will be different according to the individual needs of the pupil.

TRAINING AND RESOURCES

Each staff member undergoes a program of continual professional development. This includes in-service training days, performance management reviews, lesson observation, work scrutiny and staff meetings. In addition, training to meet specific responsibilities and individual needs is offered as appropriate. This includes, safeguarding, Speech and Language therapy, Dyslexia Awareness, Team Teach – positive handling training to manage and de-escalate challenging behaviour, Autism Awareness, Occupational Therapy, National SEN training: The National Award for Special Educational Needs Coordination.

Many resources needed to support pupils with SEN are already available in school. If a pupil requires a specific resource or piece of equipment that is not currently available this can be acquired by the SENCo using the SEN budget. If a Health or Education professional assesses that a specific resource or facility is needed for a pupil with an EHCP or statement, the county SEN Panel will consider funding the resource, in accordance with the assessment report to specify what is required and why.

STORING AND MANAGING INFORMATION

Information in school is managed in accordance with the freedom of information and data protection policy. The school will ensure records are retained in line with guidance from West Sussex County Council and are up to date and easily accessible.

All staff will be aware that third parties may have a right to access the information we hold and create records with an eye to other people seeing them. They will also be aware that it is a criminal offence to alter, deface, block, erase, destroy or conceal information to prevent disclosure. (Information may be masked out, but comments must be made in the margin as to why it has been removed, e.g. to protect the identity of a child).

ACCESSIBILITY AND INCLUSIVE PRACTICE

Southbourne Junior School is committed to equal opportunities under the Equality Act 2010. We value individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest standards, participating fully into the life of the school. Our learning community is a place where different needs, cultures and beliefs are respected, supported and celebrated and where reasonable adjustments may be made for some pupils and staff.

Our school is committed to promoting equal treatment of all its pupils, employees, and any others involved in the school community irrespective of ethnicity, attainment, age, gender, disability or background.

This will be achieved by;

- Providing quality first teaching and learning experiences that build upon the individual strengths of each pupil while addressing or taking into account any identified learning needs.
- Providing effective learning opportunities and resources in an environment that will enable each pupil to fulfil his/her potential.
- Supporting pupils facing barriers to their learning (Narrowing the Gap).
- Encouraging pupils to develop a sense of self responsibility and responsibility to the school and outside community.
- Giving all pupils an awareness of their own worth, a sense of achievement and enjoyment

in their own development.

- Providing a caring atmosphere in the school in which stable relationships can be formed.
- Encouraging the pupils to develop a sense of tolerance, justice and respect for others and a respect for the environment in which we live.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society.
- Developing a close partnership with the whole school community, particularly parents.
- Providing a personalised curriculum that meets the needs of all pupils, individuals and groups by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment.

We secure inclusive education for our pupils by regularly and consistently evaluating agreed practice and by measuring how effective each element of that practice is. Facilities and resources are also reviewed to ensure all pupils can access all learning opportunities available at the school. All policies within the school support inclusion and are reflected in the school development planning. These include admissions, behaviour and attendance, child protection, equal opportunity, racial equality and the gifted and talented.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many this will be short-term; perhaps finishing a course of medication. Other pupils have medical conditions that, if not properly managed, could limit their access to education. Such pupils are regarded as having medical needs. Most children with medical needs are able to attend school regularly and, with some support from the school, can take part in most normal school activities. However, school staff may need to take extra care in supervising some activities to make sure that these pupils, and others, are not put at risk. If a pupil has identified medical needs, an individual health care plan will be used to identify the necessary safety measures to support them and ensure that they and others are not put at risk. Parents or guardians have prime responsibility for their child's health and will need to provide the school with information about their child's medical condition. Parents, and the pupil if he/she is mature enough, should give details in conjunction with their child's GP or paediatrician, as appropriate. The school doctor or nurse and specialist voluntary bodies may also be able to provide additional background information for school staff. The School will work closely with the Health Service to ensure pupils with medical needs and school staff have effective support in school.

There is no legal duty which requires school staff to administer medication. Some staff may be required to complete intimate care for pupils. Staff will have these responsibilities specifically detailed in their job descriptions, the pupil's care plan and relevant risk assessments. They will receive the necessary training and support necessary to fulfil these responsibilities effectively and safely.

SAFEGUARDING AND SEN

All staff at Southbourne Junior School have regular safeguarding training and are aware that additional barriers can exist when recognising abuse and neglect with children with special educational needs.

If concerns are raised about the welfare of a child with SEN in the school, staff will inform the Designated Safeguarding Lead and/or local authority to follow the safeguarding protocol.

SEN INFORMATION REPORT AND LOCAL OFFER

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEND at Southbourne Junior School, and is available on our website.

Parents of any pupil may contact West Sussex SEND Information, Advice and Support Service (SENDIAS) for impartial advice, information and guidance on any SEN issue.

Web: <https://westsussex.local-offer.org>

REVIEWING THE POLICY

The impact of the policy will be reviewed by the Governing body annually with due regard to relevant statutory requirements and current guidelines.

COMPLAINTS

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCo and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may raise their concerns with the school's governor responsible for SEN.

If they do not think the issues or concerns have been dealt with fairly or efficiently and wish to complain, they can write to the Head Teacher of the school to see if they are able to resolve the matter, but a complaint may also be made in person or by telephone. It is preferable if this is attempted informally at first. If after communication with the Head Teacher, you are still not happy with the way your complaint has been dealt with, you would need to contact the Governing Body which has responsibility to address your complaint. The school will be able to provide you with the contact details of the person you would need to write to about your concerns (usually the Chair c/o the school). Again, if you felt you needed help in putting this letter together, the SEND Information, Advice and Support Service would be able to help you with this.

Parents may ask the Local Authority to conduct a statutory assessment of their child at any time. The Authority must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The Local Authority will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made. If the Local Authority makes a statutory assessment, but decides at the end of that process not to draw up an EHCP for the child, the parents again have the right to appeal to the SEN Tribunal.