



# Southbourne Junior School

## SEND Policy

**Reviewed Date:** January 2024 (To be reviewed annually)

**Next Review:** January 2025

### **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 (Jan 2015). 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 SEND Coordinator and Inclusion Lead (SENDCO)** is Mrs Emily Cowdry. Her day to day role includes

- working together with parents
- ensuring the needs of all pupils are met
- tracking the impact of support and interventions across the school
- supporting teachers with how to support the individual needs of their pupils
- working with external agencies to access assessment and support for pupils

Parents can contact our SENDCO by ringing the school office or emailing her directly at [senco@southbournejuniors.co.uk](mailto: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 (2015)

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), including disability, are effectively met through a graduated approach. Staff at Southbourne Junior School will use their best endeavours to ensure pupils with SEND 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 require.

## **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 instills us with a passion for lifelong learning

## **Aims**

- To meet the differing needs of all pupils.
- To foster continuing involvement of parents and carers to meet the needs of their children.
- To ensure that the views of the child are central to decisions made about their learning journey.
- To ensure that each member of staff recognises and accepts professional responsibility for meeting pupils' individual needs.
- To enable children with SEND to access learning alongside their peers.
- To follow school and LA procedures for identifying, assessing and providing for children with SEND.
- To do our best endeavours to ensure progression and continuity both within school and between schools.
- To enlist the cooperation of other appropriate professionals and agencies.
- To ensure that staff who support children with SEND 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 needs of the children at Southbourne Junior School we make every effort to;

- Ensure **early identification** of SEND.
- Work in **collaboration** with the parent carers of children with SEND so that we can work together to support their child.
- Work with the pupils to **establish their views** and respond effectively to them.
- Develop **Individual Support Plans** in collaboration with the pupils and their parent carers.
- Provide a **graduated response** to support each individual's SEND
- Ensure that children with SEND have equal access to **engage** in the activities of the school as their peers.
- Use a **variety of adaptive teaching styles**, to allow children with SEND to access the

National Curriculum.

- Enable children with SEND to make the **best possible progress** towards the desired outcomes set for and with them.
- **Assess** and keep records of the progress of children with SEND.
- Work with **outside agencies** that provide specialist support, resources and interventions for children with SEND .
- Provide effective, **targeted support and training** for all staff working with children with SEND.

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

## **THE GRADUATED APPROACH TO SEND SUPPORT**

### **Identification of pupil needs**

At Southbourne Junior School, we identify children with SEND as early as possible, through regular contact with our feeder Infant School settings and through ongoing assessment throughout all year groups. Class teachers monitor and track the progress of all children through an ongoing process of planning, teaching and assessment. Children with SEND 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. Parents can raise concerns about their child by contacting class teachers or the school SENDCO.

### **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, focused on capturing the pupil's voice. This is the beginning of the initial Assess, Plan, Do, Review cycle.

### **Assess, Plan, Do, Review**

At Southbourne Junior School we use the "Assess, Plan, Do, Review" approach to support pupils with SEND. 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 SENDCO will plan the support needed, involving the pupil and their parents. They will think about the pupil's strengths and weaknesses and how best to help them. A review date will be agreed
3. **Do** – the class teacher, supported by teaching assistants and external specialists, will deliver the planned support advised and monitored by the SENDCo.
4. **Review** – everyone, including the pupil and their parent carers will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

Class teachers will record the first cycle of “Assess, Plan, Do, Review” on the Cause for COncern referral form. All pupils on the SEN register have termly cycles of “Assess, Plan, Do, Review” recorded on their Individual Support Plan.

### **Ordinarily Available Inclusive Practice**

Our teachers are responsible and accountable for the development and progress of all pupils in their class, and we have systems in place to ensure that any special educational needs are identified as early as possible. Different levels of need receive different levels of support:

- providing **quality first teaching** for all pupils (Ordinarily Available Inclusive Practice)
- targeting areas of difficulty through **adapted teaching** to allow them to ‘narrow the gap’ between them and their peers
- identifying pupils who have specific gaps in learning may receive short term **targeted support**, such as interventions lasting approximately 6-8 weeks to enable them to ‘catch-up.’
- identifying pupils who may need longer term interventions, high levels of personalised support or help from outside agencies to help them to make progress. These pupils may be placed on the **SEN register**.
- If a child or young person has been receiving SEN support for a while and isn’t making the progress, or requires very high levels of specialist, personalised support or care, the school and parent carer will request an assessment to see whether an Education, Health and Care Plan (EHCP) is needed.

### **SEN Support**

A child will be added to the SEN register as receiving ‘SEN Support’ where it is identified 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.
- 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 causes substantial barriers to learning.

To support pupils receiving SEN support the SENDCo will

- Engage relevant external agencies to provide advice and support, including referrals for assessment.
- Disseminate advice from external agencies to parent carers and staff working with the pupil.
- Gather parent carer contributions to pupil Learning Passports 3 times per year
- Attend consultations with parent carers when requested
- Meet with class teachers to review pupil Individual Support Plans

- Coordinate the efficient delivery of evidence based interventions across the school
- Monitor the consistency and impact of SEN Support across the school.
- Monitor progress and attainment at termly Pupil Progress Meetings.

To support pupils receiving SEN support class teachers will

- Meet with the pupil each term to discuss their aspirations, strength, difficulties and how they wish to be supported (recorded on their Learning Passport).
- Meet with the pupil each term to set SMART targets and to review previous targets.
- Share the pupil Learning Passport with parent carers at consultation evening and discuss the provision implemented.
- Update the pupil's Individual Support Plan termly to reflect adaptations to support.
- Assess the pupil's progress and attainment using approaches which are appropriate to their stage of development.
- Review progress and attainment with the SENDCo and Senior Leadership Team at termly Pupil Progress Meetings.

### **Request for an Education, Health and Care Needs Assessment (Statutory Assessment)**

If the child continues to make very little or no progress over multiple cycles of Assess, Plan, Do, Review the school, through the Headteacher and SENDCo may request that the Local Authority carry out a statutory assessment of the child's needs. This request would be done in collaboration with parents and carers and must include the views of the child and their parent or carer. If the Local Authority agrees, it will collect information from all the people who have been involved with the child. From this the Local Authority decides whether the child would benefit from an Education Health and Care Plan (EHCP) or whether their needs can be met with SEN support.

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.

### **Education 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 Local Authority 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 assessment, planning provision, target setting, implementing support and impact review are

put into place as soon as the child starts school. Children with physical or medical needs may also require a 'Health 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 SENDCo. Information is collected using various tools including observation and 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**

The progress of all pupils is recorded and monitored each term. Pupils requiring SEN support will have an Individual Support Plan (ISP) that is reviewed and updated each term. If this monitoring indicates that the pupil has made rapid progress and/or 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 SENDCo. 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 and carers of children with SEN are included in the Assess, Plan, Do, Review cycle for their child in a variety of ways.

- Parents/carers have the opportunity to contribute to their child's Learning Passport each term
- Learning Passport update and SMART targets from discussions between class teachers and pupil are shared during parent consultations
- The school (via the class teacher or SENDCO) will always ask permission of parents/carers before approaching other professionals and outside agencies for information about their child.
- General information regarding the wider context of SEND and Inclusion provision in the school, including ideas for how parents can support their child at home, is sent to all parents in the monthly SEND newsletter.

### **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 that:

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

## **TRANSITION**

If a pupil with SEND finds it difficult to move from one phase of education to another 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 and will be decided in collaboration with parents, the pupil, staff from Southbourne Junior and professionals at the previous/future setting.

## **TRAINING AND RESOURCES**

Each staff member undergoes a program of continual professional development, much of which relates to support pupils with SEND. 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 has included but is not limited to

- Safeguarding
- Speech and Language therapy
- Dyslexia Awareness
- Attachment and Trauma awareness
- Team Teach (positive handling training to manage and de-escalate challenging behaviour)
- Autism Awareness

The SENDCo has completed The National Award for Special Educational Needs Coordination (NASENC).

Many resources needed to support pupils with SEN are already available in school. If a pupil requires a specific resource or equipment that is not currently available this may be acquired by the SENDCo 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 offense 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 the 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 fulfill 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 fulfill these responsibilities effectively and safely.

### **SAFEGUARDING AND SEN**

As stated in Keeping Children Safe in Education (updated 2022), children with Special Educational Needs (SEN) and disabilities can face additional safeguarding challenges. Any child may benefit from early help, but all school staff should be particularly alert to potential need for early help for a child who is disabled and has specific additional needs (whether they have an Education, Health and Care Plan or not). All staff at Southbourne Junior School have undergone Safeguarding training and aware that additional barriers can exist when recognising abuse and neglect in this group of children, including:

- Changes of behaviour, mood and injury
- Being more prone to peer group isolation than other children
- The potential for children with SEN being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers

If concerns are raised about the welfare of a child with SEN in the school, staff will inform their designated Safeguarding Lead and/or local authority and follow usual safeguarding protocol (please see Child Protection Policy September 2022). As outlined in Keeping Children Safe in Education, extra pastoral care for children with SEN and disabilities will be considered.

### **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.

[www.westsussexsendias.org](http://www.westsussexsendias.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 SENDCo or the Headteacher. Most concerns will be resolved in this way.

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 Headteacher 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. If after communication with the Headteacher, you are still not happy with the way your complaint has been dealt with, you would need to contact the Governing Body which has the 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 SEND governor or Chair c/o the school). Again, if you felt you needed help in putting this letter together, the SEND Information, Advice and Support Service (SENDIAS) would be able to help you with this.

## **See also**

- a. Accessibility Plan
- b. Southbourne Junior School SEND Information Report
- c. Southbourne Junior School Anti Bullying Policy
- d. Southbourne Junior School Behaviour Policy
- e. Southbourne Junior School Medicines Policy