

CHRISTCHURCH JUNIOR SCHOOL



SEND Policy

Status	Current	Approval	Board of Governors
Maintenance	Curriculum Committee	Role(s) responsible	Headteacher
Date effective	September 2010	Date of last review	October 2017
Date of next review	October 2019	Date withdrawn	Not withdrawn

Special Educational Needs and Disability Policy

Aims

In providing for children with Special Educational Needs and disability we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve parents in a partnership of support.
- Monitor and evaluate children's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 SEN Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences;
- may require adaptation to access learning.

Identification and Assessment of Special Educational Needs

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The Graduated Approach:

Differentiation	This is met through Quality First Teaching as defined in the Teachers' Standards The teacher will plan for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child continues to be below age related expectations, they may enter the ' Monitored ' register.
Monitored	Monitored pupils could be those that are under achieving but will make progress with some provision in or out of class. They could be children for whom parents and teachers have raised concerns about learning and progress. They are entered on to the ' Monitored ' registration. They are monitored by the class teacher and the

	SENDCo termly
	Teachers will refer to the list of 'Reasonable Adjustments', ensuring individual learning needs are investigated.
	A child may receive additional support in class and/or in intervention groups. This will be closely analysed for impact – parents will be notified if their child is receiving additional intervention.
	Outside agencies may be consulted and support the school in allocating resources or to investigate possible barriers
	Children may be placed on an Assess Plan Review Tracking Document (APRT). This records support and the impact of actions.
School Support	A pupil is identified as having a barrier to learning: this could be a recognised condition such as dyslexia, dyscalculia, ASD, ADHD, processing or memory difficulties. Children may receive additional interventions and support in lessons.
	Pupils may receive specialist interventions: Speech Therapy, Occupational Health, Specialist Teaching and other outside agencies.
Educational, Health Care Plan (formerly statement)	A child receives specific support document with input by the LA, Educational Psychologist and school. This is reviewed annually through 'Person Centred Reviews' where all professionals and families meet to discuss short- and long- term targets. Often with an EHCP a child may be allocated hours of support to be used by the school at the allocation of the SENDCo.

Monitored

The triggers for a child to be placed on the Monitored register could be the teacher's or others' concerns, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- **Makes little or no progress even when teaching approaches are targeted towards a pupil's identified area of weakness;**
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;
- Has been identified as Most Able and/or Talented (See Most Able and Talented policy).

School Support (SS)

For a child to enter the School Support register, there needs to be evidence of graduated response and assessment of ability. Children will have a recognised barrier to learning and will need to have been assessed by outside agencies e.g. SENSS, Educational Psychologist, Speech Therapy, Occupational Health, Hearing and Vision Support and Paediatrician.

At School Support external support services, both those provided by the LA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on targets and accompanying strategies.

The triggers for School Support:

Stage 1 – prior to SS

- Continues to make little or no progress in specific areas over a long period.
- Continues working at substantially below the National Curriculum that is expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes 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.
- Interventions put in place at Monitored have had little or no impact on learning or progress.

Stage 2

- Has received a diagnosis that will impinge on their learning.
- Has a recognised barrier to learning.
- Has received an assessment of ability.

Progression to Educational Health Care Plan (EHCP)

If a child continues to need further support through the graduated approach and use of Assess, Plan, Review Tracking and involvement of outside agencies and professionals, parents or the school can request an EHCP.

The school/educational setting, parents or professionals working with the child/young person make a request for an EHC assessment to the local EHCP coordination team.

An EHCP **coordinator** will contact the family to ensure they understand what will happen next. The EHCP coordinator will talk to the family about their views and aspirations based upon information provided in the request form. Most families will have submitted information about their views at the point of request through key working activities. However, if the family or EHCP coordinator feels that further support is required to gather this information, the coordinator may suggest the involvement of a facilitator at this point.

The information received from the family, school/educational setting and other professionals (including information relating to preparation for adulthood post 14) is then shared with a **multi-agency group** who use this information to decide whether an EHC assessment should be carried out.

If the decision is yes, the multi-agency group explores all of the information from parents and professionals to decide what further information or assessments are required to inform the plan. For young people post 14 further advice or information gathered from professionals should include a focus upon what is required to prepare the young person

for adulthood. A **facilitator** or independent support worker will be agreed if it is felt that further support is required to assist the family through the process and ensure that their views are represented.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class each half term and identify those that have not made progress. These children are classed as red children and may move onto the 'Monitored' register. Teachers will raise their concerns with the SENDCo and will continue to monitor them in class and alongside the assessment coordinator.

If the child makes no progress or is still below expected national expectations, then an Assess, Plan, Review tracking document will be drawn up in conjunction with the class teacher, SENDCo and parents. This will start the graduated approach to support.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication, then a **Referral** should be completed and the issue discussed with the SENDCo. The SENDCo is responsible, with support from the class and head teacher, in deciding whether an APRT of further action is to be taken.

Assess, Plan, Review Tracking Document (APRT)

If a child has made little/no progress despite provision being used, then an Assess, Plan, Review Tracking Document needs to be completed.

The APRT use objectives/outcomes/provision to implement support for a child. This is completed by the teacher or SENDCo and is discussed with the parents.

After half a term to a term the objectives/outcomes/provision are reviewed to see if progress is being made and next steps, these are discussed with parents. The APRT will be updated and copies will be provided to all parties and next review date set.

Files

Each class has a file which is accessible to all working in that class and those in charge of monitoring, i.e. SENDCo and head teacher.

The File includes:

- Pupils on the School Support Register (K): All information for that child is in the file: including APRTS, correspondence and meeting notes.
- Pupils on the Monitored Register (M): All information for that child is in the file.

These files are shared with the Teaching Assistants and it is the responsibility of the class teacher to ensure the file is kept up to date.

Children with an EHCP have a separate yellow file for all information.

Individual Files

Each child has their own file which is kept by the SENDCo in a locked cupboard. These files contain everything that concerns that child, including APRTs and reports from Outside Agencies. The class teacher will be given a copy of reports as needed, which should be kept in the class folder or individual child's folder in class.

Partnership with Parents

We aim to promote a culture of co-operation with parents, schools, LAs and others. We will do this through:

- ensuring all parents are made aware of the school's arrangements for SEN including the opportunities for meetings between Parents and SENDCo.
- involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- providing access to the SENDCo to discuss the child's needs and approaches to address them.
- supporting parents' understanding of external agency advice and support.
- undertaking Person Centred Reviews for children with Educational Health Care Plans.

During parent/teacher meetings, teachers will explain any concerns there are and any targets that have been set. When a child is at the **Monitored** stage it is at the teacher's discretion as to if/how the concern is passed on to the Parent but if the Parent is informed then there must be an explanation of what the school are going to do to support the child and what the Parent can do to help at home.

When a child is at **Monitored moving to School Support**, the Parents need to be informed that there is a concern. If the child has an APRT then the Parent must be invited to a meeting where the needs of the child are discussed and targets are drawn up together, so that the Parent knows what is expected of the child, school and Parent. From this point parent involvement becomes more formal.

Roles and Responsibilities

The Special Needs Coordinator (SENDCo)

The key responsibilities of the SENDCo include:

- overseeing the day-to-day operation of the school's SEN policy
- monitoring data to identify SEN children and report back to the head teacher throughout the year during informal meeting every term and a written yearly report.
- co-ordinating provision for children with special educational needs and disability.
- liaising with and advising fellow teachers to ensure the SEN Policy is carried out.
- overseeing the records of all children with special educational needs.
- liaising with parents of children with special educational needs and disability (where appropriate).
- contributing to the in-service training of staff.
- liaising with external agencies including the LA's support staff and educational psychology services, health and social services and voluntary bodies.
- chairing Person Centred Review meetings, attending Planning Meetings and being available for APRT meetings as needed.
- attending courses to keep skills and knowledge up to date.
- planning interventions to be used in school.
- writing and updating the SEN policy yearly.

The role of the governing body

The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- do its best to ensure that all pupils with special educational needs/disability are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- ensure that Parents are notified of a decision by the school that their child has special educational needs;
- establish an SEN policy which is publicly available and can be easily understood by Parents; and review that policy on a regular basis;
- ensure that the SEN Code of Practice is followed;
- meet the SENCo on a termly basis to gain information about the provision made for pupils with special educational needs/disability and to monitor the implementation of the SEN policy and report back to the governing body on a regular basis;
- observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life;
- take opportunities to meet and talk with parents of SEN children;
- keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The Role of the Headteacher

The responsibilities of the Headteacher include:

- involvement with parents as partners in the learning process
- dealing with queries or complaints from parents
- liaising with the SENDCo
- liaising with the LA with respect to policy and enactment
- ensuring that the SEN Policy is implemented as described
- involvement in how children with SEN/disability are integrated within school as a whole
- ensuring that the legal requirements of current legislation are met within the school
- keeping the Governing Body well informed about SEN/disability within the school
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- ensuring the SENDCo receives training and induction in their role, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date
- Allocating the SENDCo sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.