



Christchurch Junior School

A member of Twynham Learning

SEND Policy

Last amended 26.11.19 by Simon Adorian, Head

Reviewed by Esther Curry, Assistant Headteacher and SENDCo

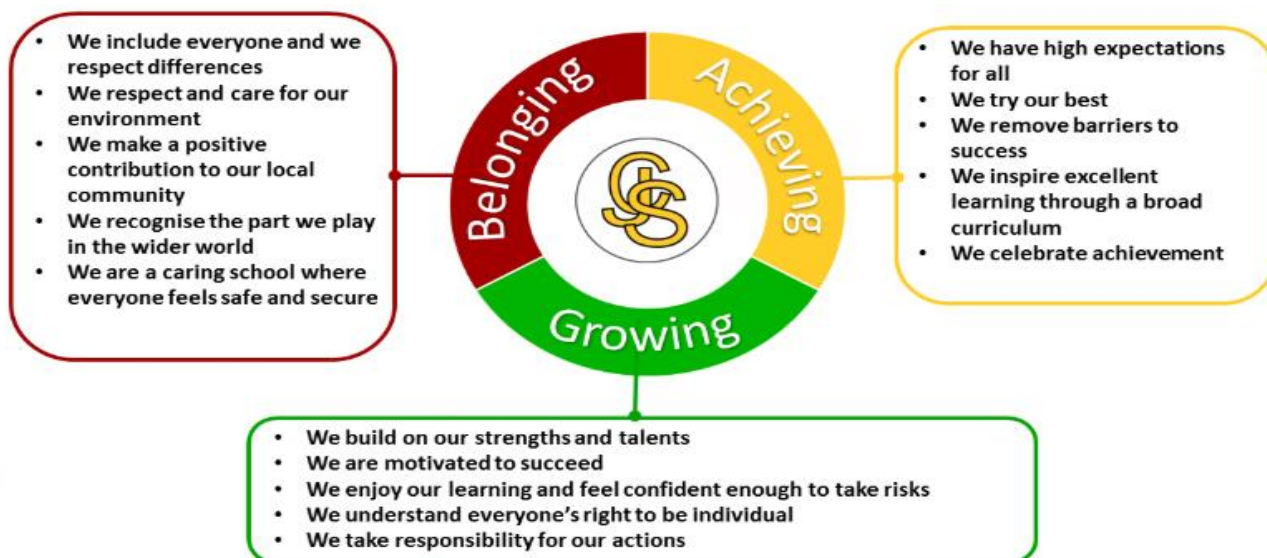
Approved by Standards and Outcomes Committee 04.12.19

Ratified by the Local Advisory Board 22.01.20

Next review date November 2021

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

At Christchurch Junior School we aim to ensure *'The Best for All - The Best From All'* through creating a caring community of motivated learners who develop the confidence, skills, attitudes and qualities to realise their full potential



We aim to:

- To remove barriers to success (see vision statement above)
- 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.

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 SEND. The approach recognises that there is a continuum of special educational needs and that, where necessary, a level of support and intervention may be required. This support should follow a 'Plan, Do, Review' approach, where cycles of support and actions are implemented and their impacts are evaluated.

The graduated approach at Christchurch Junior School:

<p>Stage 1 - All pupils - Quality First Teaching</p>
<p>Quality First Teaching is defined in the Teachers' Standards as: Teachers will:</p> <ul style="list-style-type: none"> - Set high expectations which inspire, motivate and challenge pupils - Promote good progress and outcomes by pupils - Demonstrate good subject and curriculum knowledge - Plan and teach well-structured lessons - Adapt teaching to respond to the strengths and needs of all pupils - Make accurate and productive use of assessment - Manage behaviour effectively to ensure a good and safe learning environment
<p>Stage 1 – How this looks at Christchurch Junior School</p> <ul style="list-style-type: none"> - High expectations for all: 'The Best for All, The Best From All' - Planning and resources adapted to children's needs - Range of learning strategies known as 'multisensory learning techniques' - Follow up targeted support if pupils need additional support (known as 'same day intervention') - Small group targeted support - Marking policy highlights the identification of success and next steps to support learning - Pupils accessing books at their level in reading - Strategies are implemented into day-to-day lessons to support specific learning needs - Assessment identifies strengths and weaknesses to be built on or supported - Liaison with parents
<p>Stage 2 – Monitored Pupils</p>
<p>Monitored pupils are those pupils who could be considered as underachieving or are raising concerns that there may be an underlying barrier to learning. They can also be pupils for whom parents have raised concerns about learning progress and development progress. Monitored pupils could benefit from additional provision in or out of classroom. These pupils are entered on to a 'Monitored' register. This is so that: further investigation can be sought, awaiting outcomes of referrals or targeted support and/or input from other agencies.</p> <p>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 through Quality First Teaching:</p> <ul style="list-style-type: none"> - 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;

<ul style="list-style-type: none"> - 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; -
<p>Stage 2 – How this looks at Christchurch Junior School</p>
<p>A child may receive additional support in class and/or in targeted groups. This will be monitored for impact – parents will be notified if their child is receiving additional targeted support. Outside agencies may be consulted and support the school in allocating resources or to investigate possible barriers.</p> <p>Children may be placed on an Assess Plan Review Tracking Document (APRT). This records support and the impact of actions following the principles of ‘Plan Do and Review’.</p> <p>Meetings involving class teacher, SENDCo or pastoral team to discuss the child.</p> <p>Pupils may be placed on a Team Around the Child (TAC) or Team Around the Family (TAF) – this is where a meeting with school and other outside agencies come together to support the pupil and their family.</p>
<p>Stage 3 – School Support</p>
<p>The SEN Code of Practice identifies a child as having SEN (Special Educational Needs) where ... <i>‘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’...</i> (P94)</p> <p>In addition to this a pupil can have an identified ‘barrier to learning or diagnosis’. This could be dyslexia, dyscalculia, ASD, ADHD, processing or memory difficulties.</p> <p>The triggers for School Support are:</p> <ul style="list-style-type: none"> - A pupil receives a diagnosis through the community paediatrician that will impinge on their learning. - A recognised barrier of need has been identified through diagnostic assessment or through a specialist service such as: Educational Psychologist, Speech and language, Hearing Vision Support Service or other outside agency. <p>Special Educational Needs covers four broad areas of need:</p> <ul style="list-style-type: none"> - Communication and Interaction <p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <ul style="list-style-type: none"> - Cognition and Learning <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning</p>

difficulties (PMLD).

- **Social Emotional 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**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Stage 3 – How this looks at Christchurch Junior School

School Support (SS)

A pupil may receive additional support in class and/or in targeted groups. This will be monitored for impact – parents will be notified if their child is receiving additional targeted support.

A pupil may receive support through outside agencies such as: Speech Therapy, Occupational Health, Specialist Teaching, Hearing and Vision Support Service, Special Educational Needs Support Service and a range of other outside agencies.

The pupil will be placed on an APRT (Assess, Plan, Review Tracker) this document will outline support in place and targets in line with the 'Plan Do Review' approach. This will enable support in place to be reviewed for impact.

Stage 4 – Educational Health Care Plan (EHCP)

A child receives an Educational Health Care Plan when evidence shows that their level of need and support is beyond Quality First Teaching and School Support.

An EHCP is a legal document which will follow the pupil through their education up until the age of 25 if required. The document will outline the needs of the pupil, the support in place and outlines the level of funding.

Applications for an EHCP is supported through the 'Plan Do Review' approach and the completion of paperwork demonstrating the level of need and support. Applications are applied for through the Local Authority (LA) SEN Team. Once applications are received the LA SEN Team will decide on whether to place the application for assessment.

Information on the EHCP process can be found here:

<https://www.bournemouth.gov.uk/childreducation/LocalOffer/LocalOfferDocs/sen-documents/bcp-send-guidance-0-25-years.pdf>

The EHCP document will be written in accordance of the Local Authority, Educational Psychologist and school. This document is reviewed annually through a 'Person Centred Review' where all professionals and families meet to discuss short- and long-term targets.

Stage 4 – How this looks at Christchurch Junior School

EHCP support is individualised to each child and dependent of the provision laid out within the

document.

At Christchurch Junior this can look like:

- 1:1 targeted support
- Outside agency involvement
- Personalised timetables
- High level of adult support
- Specialist equipment and accessibility to school building and learning
- High level of structure to the school day
- Personal care support

Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class. The Year leader oversees the progress of their Year Team and the SENDCo oversees progress of pupils on the register for Monitored, School Support and EHCPs. Targeted support and 1:1 support will be monitored for impact when necessary.

Record keeping

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 Information including all correspondence, letters, APRTs and relevant information for that child

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 may have a separate file for all information.

Under GDPR guidelines, files are kept in a cupboard in the classroom where only school personnel have access.

Individual Files

Each child has their own file which is kept by the SENDCo in a filing cabinet. 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 SEND including the opportunities for meetings between Parents, Class Teacher 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.
- Chairing group meetings with a range of outside agencies
- Offering opportunities for parents to attend workshops or information events
- Seeking feedback from parents on their child's support in school
- 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 **School Support**, parents will be notified.

Where a child is placed on an APRT, the parents will be given the opportunity to discuss the support three times across the academic year. These meetings will form part of parents evening in Autumn and Spring Term, with the final meeting in Summer Term. Parents will be notified of targets and what support is in place and the opportunity to discuss the impact of the support and next steps.

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 SEND policy
- Monitoring data to identify SEND children and report back to the headteacher 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 SEND Policy is carried out.
- Overseeing the records of all children with special educational needs and disability.
- 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 and overseeing Targeted Support to be used in school.
- Writing and updating the SEND policy and SEND Report yearly

The Local Advisory Board

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

In particular, the Local Advisory Board 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 a SEND policy which is publicly available and can be easily understood by Parents; and review that policy on a regular basis;
- Ensure that the SEND Code of Practice is followed;
- Meet the SENDCo 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 SEND policy and report back to the Local Advisory Board on a regular basis;
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with parents of SEND children;
- Keep informed about developments in the area of special educational needs and disability, 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 Local Advisory Board 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.

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	SEND Policy
2. Upon whom will this impact?	The Christchurch Junior School Community

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender			√
Disability			√
Religion, faith or belief		√	
Sexual orientation			√
Transgender			√
Age (N/A to pre-school and school children)			√
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Standards and Outcomes Committee on 04.12.19

Comment by Headteacher: