

SPECIAL EDUCATIONAL NEEDS (SEND) POLICY 2016

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Name of Headteacher: Mr J. Emery

Name of Special Educational Needs Co-ordinator (SENCO): Mrs C Holmes/Mrs J Deane-Robson

Chellaston Junior School (CJS) values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning.

THE SEND AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring Special Educational Needs and disabilities (SEND) provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents/guardians/carers of SEND pupils are kept fully informed of their child's progress and attainment
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

- Mrs C Holmes/Mrs J Deane-Robson developed this policy
- The school's SEND policy provides a whole-school commitment to ensure that all children with SEND are identified and that appropriate provision, evaluation and review are provided.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/guardians/carers, teachers and pupils working together.

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support

DEFINITION OF SPECIAL EDUCATIONAL NEEDS:

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age

- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority (LA)

Special education provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- Educational provision of any kind (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

CJS will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with SEND, and ensure that parents/guardians/carers are notified when SEND provision is being made for their child.

STAFFING

The SEND team of the school is:

SEND Coordinator (SENCO) Mrs Ceri Holmes/Mrs J Deane-Robson

SEND Governor: Professor P Withey

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school’s SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- a) Overseeing the day-to-day operation of the policy
- b) Liaising with and advising colleagues
- c) Co-ordinating provision within each class and throughout the school
- d) Maintaining the school’s SEND list and overseeing the records of all pupils with SEND
- e) Liaising with parents/guardians/carers
- f) Liaising with external agencies, including educational psychology and health services, Social Services and voluntary bodies
- g) Updating staff on SEND issues

The SENCO will have sufficient time made available to carry out these duties and the school administrator will give support with administration.

The SENCO attends the LA SEND network meetings termly. The SENCO also provides in-house training, in school, for newly appointed staff if necessary.

All members of staff are aware of the procedures to follow when a concern is raised about a child having SEND. The annual review of the SEND Policy will identify areas where the SENCO, teaching and support staff and governors may need additional training.

THE ROLE OF THE GOVERNING BODY

The Governing Body’s responsibilities to pupils with SEND include:

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that SEND pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents/guardians/carers on the school’s SEND Policy including the allocation of resources from the school’s devolved/delegated budget
- Ensure an appointed governor is aware of SEND practice and policy

THE ROLE OF THE CLASS TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school’s procedures for the identification and assessment of, and subsequent provision for, SEND pupils

- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, work on developing MEPs for SEND pupils
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the MEP
- Developing constructive relationships with parents/guardians/carers

THE ROLE OF THE HEADTEACHER

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCO/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents/guardians/carers, and that these strategies encourage involvement in their child's education
- Ensure the SENDCO is fully trained

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice (CoP), in that *'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without Education and Healthcare Plan must be treated as fairly as all other applicants for admission.'* (CoP)

INCLUSION

At CJS we recognise the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

EVALUATING THE SUCCESS OF OUR SEND POLICY

The Governing Body will receive an annual report from the SENCO on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEND AIMS OF THE SCHOOL' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/Carers/Guardians
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting Multi Element Plan (MEP) and statement targets
- Use of standardised tests
- Evidence generated from MEP review/statement meetings
- Consultation with parents/guardians/carers/guardians

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. CJS ensures that

children with a statement of SEND are given the amount of extra support which is indicated in their statements. Teaching assistants are employed to enable this support to take place. Funding is paid directly into the school's budget by the LA to meet the needs of all children with SEND. This money is also used to purchase resources to support these children and for staff training.

IDENTIFICATION, ASSESSMENT, AND PROVISION

At CJS we have adopted a whole- school approach to SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEND Code of Practice makes it clear that all teachers are teachers of pupils with SEND.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their performance in National Curriculum (N.C.) judged against level descriptions (this is in the process of being reviewed)
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools, etc
- Information from parents/guardians/carers
- National Curriculum results
- P Levels
- PIVATS
- Other professional reports

SEND provision

On entry to the school each child's attainment will be assessed. KS1 results and transition information from the feeder school are taken into consideration. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. At CJS these tests include a Salford Reading test and a Spelling Test. The results these tests provide help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCO/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents/guardians/carers in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher when deemed necessary

- In-class support with adult assistance

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be taken with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from SEND. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Resources such as a translation dictionary will be provided to assist progress.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Where it is decided that a pupil's learning is unsatisfactory, the SENCO, in consultation with the relevant people for example (Head teacher, SLT, Learning Mentor and class teacher) will agree upon the approaches to be adopted. Where support additional to that of normal class provision is required, it will be provided through intervention initially at SEND support (K). If, after further consideration, a more sustained level of support is needed, it would be provided through SEND support (K+). Where concerns remain despite sustained intervention, the school will consider requesting an EHCP (education and health care plan.)

Parents/guardians/carers will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents/guardians/carers have a right to request a Statutory Assessment.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records for children at SEND support (K+). Class teachers will be responsible for the associated paperwork for those children at SEND support (K). In addition to the usual school records, the pupil's profile will include:

- Information from parents/guardians/carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

CODE OF PRACTICE

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through SEND support (K and K+) as detailed below.

SEND support (K)

SEND support (K) is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEND support (K) intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills

- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents/guardians/carers, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher and Teaching Assistant will remain responsible for planning and delivering individualised programmes. Parents/guardians/carers will be closely informed of the action and results.

NATURE OF INTERVENTION

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of Teaching Assistants to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

MULTI - ELEMENT PLANS

Strategies for pupils' progress will be recorded in an MEP containing information on

- Short-term targets plus a programme of support
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The MEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on individual targets that closely match the pupil's needs. The MEPs will be discussed with the pupil and the parents/guardians/carers.

SEND support (K+)

SEND support (K+) is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with class teachers and parents/guardians/carers. SLT/HT and Learning Mentor may also be involved in the process. External support services may advise on targets for a new MEP and provide specialist inputs to the support process.

SEND support (K+) intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental

consent will be sought for any additional information required. The resulting MEP will incorporate specialist strategies. These will be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

REQUEST FOR AN EHCP

The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention within SEND support (K+), the child remains a significant cause for concern. An EHCP might also be requested by a parent/guardian/carer or outside agency. The school will have the following information available:

- The action followed with respect to SEND support K and K+)
- The pupil's MEPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels (this is currently under review)
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/guardians/carers and where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education and Healthcare Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified
- An MEP will need to be written

REVIEWS OF EHCPs

EHCP's must be reviewed annually. The LA will inform the Headteacher at the beginning of each school year of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The child's parents/guardians/carers
- The child if appropriate
- The relevant teacher
- Any outside agencies involved with the child
- Possibly a representative of the LA
- Any other person the LA considers appropriate
- Any other person the Head teacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the MEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 5 reviews will indicate the provision required in Secondary school. At Year 5 and 6 reviews the SENCO of the proposed/chosen Secondary school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents/guardians/carers the opportunity to liaise with Secondary colleagues

With due regard for the time limits set out in the Code of Practice, the SENCO will write a report of the annual review meeting and send it, with additional comments from the Headteacher and any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

REVIEWING MEPS

MEPs will be reviewed termly, for children at SEND support (K or K+) or who have an EHCP. This will be done in line with parent's evenings for SEND support (K) children. The school will endeavour to hold the reviews in an informal manner and parents/guardians/carers views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. The SENCO will continue to attend relevant courses connected with the CoP, which the LA organise during the coming year. Part of the SENCO's role in school-based In-Service Training (INSET) is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. Teaching Assistants requirements in supporting pupils' needs will be considered frequently. The School's INSET needs will be included in the School Development Plan.

PARTNERSHIP WITH PARENTS/GUARDIANS/CARERS

CJS firmly believes in developing a strong partnership with parents/guardians/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/guardians/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP)

The school considers parents/guardians/carers of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

The school will make available, when necessary, to all parents/guardians/carers of pupils with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that *'LEAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.'* (CoP)

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school brochure. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents/guardians/carers if required.

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers

- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- PRU (pupil referral unit)

In addition, important links are in place with the following organisations:

- The LA
- Education Welfare Officer
- Social Services

SEND POLICY REVIEW

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Agreed by Governing Body – October 2016

To be reviewed - Autumn 2017

Appendix of Definitions

CoP – Code of Practice

LA – Local Authority

MEP – Multi-Element Plan

N.C. – National Curriculum

PIVATS – Performance indicators for value added teaching

SENCO – Special Educational Needs Co-ordinator and disabilities

SEND – Special Educational Needs

CJS – Chellaston Junior School

SEND support K replaces School Action

SEND support K+ replaces School Action Plus

Educational and Healthcare Plan (EHCP) replaces Statements