



Special Educational Needs & Disability Policy 2020-2021

This policy is reviewed every year and was agreed by the Governing Body of Chellaston Junior School in Summer 2020 **and will be reviewed again in Summer 2021**

Signed: _____ Chair of Governors Date: _____

Statutory Policy

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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.

AIMS AND VISION

Chellaston Junior School



“Together we are **stepping to success**. Together we are **working to achieve our best**.”



Our aim In striving to become an outstanding school, at CJS we will help ALL pupils to be:

- **Successful Learners** who enjoy learning, make excellent progress and achieve very high standards across the curriculum
- **Confident Individuals** who are able to lead happy, safe, healthy and fulfilling lives
- **Responsible Citizens** who make a positive contribution to British and the global society



Curriculum Intent

At Chellaston Junior School, we ask, "**Why?**". Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask 'why?' and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils' **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking 'why?'

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

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

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 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 September 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document September 2013
- Teachers' Standards 2012
- Children and Families Act 2014

This policy has been created by governors in consultation with staff, pupils, parents of Chellaston Junior School.

It should be read in conjunction with all other school policies, particularly: Attendance Policy, Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility and the Equality Scheme. It is an essential part of all curriculum policies.

CONTEXT

All children have a right to learn. For some children this will be more difficult than for others.

At Chellaston Junior School, we believe that all children have rights to a full, enriching and enjoyable curriculum, irrespective of race, belief, gender, background or ability. We aim to meet each child's requirements, making necessary adaptations and taking in to account their needs and wishes. We will consult with children, parents and outside agencies to help support our good practice. Strengths will be acknowledged as well as difficulties, so that adaptations may be made relevant to the individual child. We focus on individual progress as the main indicator of success.

Every child is valued. Every child is an individual with a personality, needs and interests. We believe in the right of children to feel safe and to enjoy their school experience – thus developing the whole child, academically, socially, physically, morally, emotionally and spiritually.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

SEN Code of Practice (2014: Para 1.24)

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.

- Mr A Smythe, Mrs C Holmes and 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: Mr S Fisher

THE ROLE OF THE SENDCO

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

The SENDCO attends the LA SEND network meetings termly, alongside the half termly MAT meetings, The SENDCO also facilitates any 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 SENDCO, 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 SENDCO to decide the action required to assist the pupil to progress
- Working with the SENDCO to collect all available information on the pupil following a graduated response approach.
- In collaboration with the SENDCO, work on developing Individual Support Plans (ISPs) for SEND pupils
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the ISP
- Developing constructive relationships with parents/guardians/carers

THE ROLE OF THE HEAD TEACHER

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 admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. PEAK Multi-Academy Trust is the admitting authority for Chellaston Junior School.

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 (SEN Code of Practice 2014), 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.'* (SEN Code of Practice 2014)

Schools cannot refuse admission to pupils with special educational needs unless that need would seriously compromise the learning of other pupils and there are no reasonable steps that can be taken to prevent any incompatibility.

FACILITIES FOR PUPILS WITH SEND

As a Pathway School, the school complies with relevant accessibility requirements, with plenty of space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for disabled, changing and shower facilities. Staff are highly trained and have experience of working with a wide range of agencies. The accessibility plan is updated annually and is available from the website.

TRAINING AND RESOURCES

Training needs are identified by staff themselves or by the SENCO to meet the needs of children in school or those known to be coming into school.

All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils.

The SENCO(s) regularly attend LA briefings and other network group meetings to keep up to date with local and national developments and to share best practice.

INCLUSION for PUPILS IDENTIFIED WITH SEND

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 SENDCo 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 Individual Support Plan (ISP) and EHCP targets
- Use of standardised tests
- Evidence generated from ISP review/EHCP 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 an Education and Health Care Plan (EHCP) are given the amount of extra support which is indicated in their EHCP. Teaching assistants may be employed to enable this support to take place. Any additional funding that is allocated to an EHCP 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 schemes of learning and are integrated into all aspects of the school.

Any of the following can trigger a concern:

- Parent/carer
- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of peers
- Feedback from service providers
- Records transferred from another school
- Baseline and on-going assessments
- Standardised Test results
- Other In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

1. Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

2. Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

3. Social, Mental and Emotional Health

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

4. Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with

medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

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.

Quality First Teaching is an entitlement for every child.

Supporting Children with SEND – A Graduated Approach to Support (see also Appendix A)

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 age appropriate tests/assessments
- Pupil progress in relation to objectives in Literacy/Numeracy
- 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
- 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 only if and 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 SENDCO, 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 an EHCP. If this is the case, school would supply any supporting evidence we have.

Refer to Appendix A for a summary of our graduated support.

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENDCO 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 SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher supported by the 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 SENDCO 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

INDIVIDUAL SUPPORT PLANS

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

- SMART targets plus a programme of support
- Teaching strategies

- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Child views and opinions

The ISP 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 Individual Support Plans (ISPs) 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 SENDCO 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 ISP 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 a level considerably lower than expected for a child of similar age
- Continues to have trouble 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 ISP 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 Individual Support Plans (ISPs)
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Age related levels
- 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 ISP will need to be written

REVIEWS OF EHCPs

EHCPs must be reviewed annually. The LA will inform the Head teacher at the beginning of each school year of those pupils in transitional years requiring reviews. The SENDCO 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 ISP 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 EHCP 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 SENDCO 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.

Where possible SENDCOS will also attend EHCP reviews of those children in year 2 who have been allocated a place at CJS.

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

REVIEWING Individual Support Plans (ISPs)

Individual Support Plans (ISPs) 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.

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.' (SEN Code of Practice 2014)

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.'* (SEN Code of Practice 2014)

Furthermore, the school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need

- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the SENDIASS services. This information will be included in the school's prospectus and at meetings with parents at an individual level; providing all information in an accessible way

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own strengths and needs
- share in identifying the best ways to support them
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEN are invited to participate in:

- Individual Support Plan reviews and setting of individual targets
- Writing of their one-page-profile
- Regular meetings with named adults
- Working with learning and behaviour mentors where appropriate
- Nurturing groups
- Annual reviews

EMOTIONAL HEALTH AND WELLBEING

As a school, we recognise that some SEND pupils may encounter environmental or emotional factors which can hinder learning and can lead to prolonged absence from school. In these cases, we would refer to our Attendance Policy and liaise with both parents and professionals to seek their advice to help to manage any difficulties in order to minimise school absences.

In consultation with the Head teacher and medical professionals this may include a reduced timetable or referral for medical tuition.

MANAGING MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement or Education, Health and Care Plan which brings together their special educational, health and social care provision.

At Chellaston Junior School, we support children, where possible, with medical conditions. Staff will be trained as need arises.

Refer to policies for Health & Safety, Inclusion Statement in All Policies, The Accessibility Plan, Accidents and First Aid Policy, Administration of Medicines in School.

Monitoring and Evaluation

Pupils' progress is monitored using standardised tests as well as teacher assessment and small steps trackers. Upon entry to the school, all pupils' attainment is measured against a variety of induction materials designed to give the class teacher the best possible indication of pupils' needs. Quality of teaching is monitored through lesson observations, learning walks, book-scrutiny and pupil interviews. Interventions are evaluated for their effectiveness and value for money.

Parent and pupil surveys, administered annually, feedback on reports and at parent's evenings, and SEN review meetings, inform our work.

COMPLAINTS PROCEDURE

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher. If the concern continues this should be referred to the SENDCo(s), who will try to resolve the matter. If the matter is further not resolved, parents should consult with the Head teacher who can advise on formal procedures for complaint. At all stages parents are able to seek advice from SENDIASS.

Refer to School Complaints Policy on the school website.

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)
- school Health
- Emotional/Wellbeing practitioners
- SENDIASS

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

- The LA
- Education Welfare Officer
- Children's Social Care

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 Improvement Plan.

EQUALITY STATEMENT

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

INCLUSION

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Glossary of Acronyms

SEN Code of Practice 2014 – Code of Practice

LA – Local Authority

ISP – Individual Support Plan (see appendix B for template)

SENDCO – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and disabilities

CJS – Chellaston Junior School

SEND support K

SEND support K+

Educational and Healthcare Plan (EHCP)

Appendix A - **SEND Graduated Support Provision**

Stage of Support	School Support School Support K	Specialist Support School Support K+	Individual Support Plan All K and K+	Education, Health and Care Plan
Nature of Support	Quality First Teaching/additional support using school's resources	This may be advisory or direct input with the pupil. It may or may not require some level of funding from the school.	Additional support to access the curriculum due to significant and sustained educational needs.	This plan considers a number of needs which include a combination of education, health and welfare/social issues. Additional funding may be available to meet the child's needs but this is not always guaranteed by Derby City Council.
Criteria for placement	Working below age expectation Making below expected progress	Some children will go straight to this stage if they have a specific need requiring specialist advice e.g. children requiring input from Speech and Language Team or Autism Outreach. Other children will progress to this stage if they are making insufficient progress at the previous stage.	Insufficient progress is being made and standards are significantly below expectation. Child meets the criteria specified by the LA.	Where a child has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan.
Moving on	Child will remain at this stage if making progress but still below standard.	Child will remain at this stage whilst there is a need for external support.	Child will remain at this stage whilst significant modifications/support are essential to access the curriculum. Annual review.	Child will remain at this stage whilst need remains subject to annual review.
Criteria for exiting	Child is making expected progress and attaining at the expected, or just below the expected standard for their age.	When the child no longer needs specialist support they may be removed from SEND support altogether or move back to 'In school Support' progress is as good as or better than expected.	If progress is such that significant modifications and support are no longer required to enable access to the curriculum.	At the end of each key stage, the child will be reviewed and a decision made whether a plan for the next phase of education is required.



Chellaston Junior School Individual Support Plan

Name	DOB	Yr Group	Class	Start of Plan - From:	To (review date):

Area(s) of need: Cognition and learning

Teacher Assessment Levels *(beginning of timescale in black – end of timescale in GREEN)*

Reading Start	Reading End	Writing Start	Writing End	Maths Start	Maths End	Standardised Scores Start <small>(Average range 90 – 110)</small>	Standardised Scores End
WTS	WTS	WTS	WTS	WTS	WTS		

	Provision	Delivered by:	When:	Target (s):	Review Notes:
1.					
2.					
3.					
4.					