



Special Educational Needs and Disability (SEND) Policy

Responsibility for Document:	Inclusion Leader
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Vision

At Denmead Junior we are an inclusive mainstream setting that welcomes all children from different backgrounds with different needs. We listen carefully to our children and their parents/carers and work hard to make sure everyone's needs can be met in our school. We have an Inclusion Leader, who is committed to leading an experienced staff dedicated to inclusion. We are aspirational for all our children, both in terms of academic progress and in developing life skills such as organisation, social skills and independence. Making sure every child is happy, successful and included is at the heart of everything we do. Every teacher is a teacher of every child or young person, including those with SEN.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2014)
- Equality Act 2010: advice for schools (DfE May 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (DfE Sept 2014)
- Teachers' Standards (DfE 2012)
- Schools SEN Information Report Regulations (DfE 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (DfE Sept 2013)
- DJS Equality policy

This policy was created by the school's Inclusion Leader, Deputy Head Teacher, and Head teacher, in liaison with the governing body and staff,

Inclusion Leader information

The Inclusion Leader at Denmead Junior School is Kerry Howard, who is also responsible for all SEND needs. With over 15 years of experience in all matters SEN, plus over 20 years of experience as a class teacher, she is well equipped to support, assess and advise in our inclusive school environment.

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Aim:

At Denmead Junior School we aim to raise the aspirations and expectations of all pupils with SEN. We focus on the whole child and ensure we know our children implicitly, so we can understand how to plan and deliver the best education for them. Primarily this is through High Quality Inclusive Teaching (HQIT), although some specific interventions may be necessary. We not only focus on the academic progress and achievement of our pupils, but aim to develop their life skills too, such as social skills, communication skills, resilience, independence and good organisational skills.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To monitor regularly the progress of all pupils, including those with SEN, and provide appropriate provision and adaptations to ensure good progress is made
- To provide an Inclusion Leader who will work in conjunction with the Senior Leadership Team to drive forward outcomes for pupils with SEN
- To provide support and advice for all staff working with special educational needs pupils
- To follow a 'plan-do-review' cycle of monitoring the progress of all pupils, including those with special educational needs
- To plan creatively to ensure that the curriculum is accessible to all pupils
- To use resources effectively to support pupils with SEN
- To assess and keep records of progress for those pupils with SEN
- To work with outside agencies who provide specialist support, training and teaching for those pupils with SEN
- To inform and involve the parents of children with SEN so we can work together in a partnership for the benefit of the individual child
- To encourage active involvement of the children themselves in meeting their needs and developing their academic and personal skills

Identifying pupils with Special Educational Needs

The SEND Code of Practice offers the following definition for identifying SEN in schools:

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. (CoP 6.15 p94)

The Code of Practice describes 4 broad areas of need (6.28-6.34 p 97-98). These 4 areas give a brief overview of the range of needs that should be planned for. The purpose of identification is not to put the child in a category, but to work out the most appropriate action to be taken for the individual to make progress. At Denmead Junior School we consider the needs of the whole child, not just the special education aspect.

Communication and interaction

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.

Children and young people with ASD, including sensory perception difficulties, PDA and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children or young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers 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 profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and 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 behaviour, 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 explained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity 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 visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

At Denmead Junior School we recognise that there are factors which are not SEN but may impact progress and attainment. These may be:

- Disability (The Code of Practice outlines the 'reasonable adjustment; duty for all settings and schools provided under current Disability Equality legislation)
- Attendance and punctuality
- Behaviour
- Communication difficulties
- Anxiety
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

We recognise that certain behaviour may be communicating an underlying need or issue. Where a child displays challenging behaviour we will clearly identify the underlying need and assess whether it constitutes SEN. We also recognise children can be temporarily impacted by significant change or upset and will monitor the impact on their progress and support where appropriate.

A Graduated Approach to SEN Support

Most pupils needs will be catered for in the classroom with High Quality Inclusive Teaching, with differentiated work and support put in place for every lesson. However, if a pupil needs further support and is identified as having SEN, we will take steps to remove barriers to learning and put effective special educational provision in place. This SEN support will be regularly reviewed to make sure it is addressing the individual's needs and that progress is good.

There are 4 elements to this approach:

- Assess
- Plan
- Do
- Review

Assess

Pupil Progress meeting will be held at the end of every phase. The class teacher who is concerned about the child's rate of progress will liaise with the Inclusion Leader, and if relevant outside agencies, to gain a clear picture of the individual's needs. Assessment data, and where relevant parents and



pupil's views, will be used to identify a pupil's barrier to learning. If it is determined that a child has a special educational need, this will be entered into the school's SEN register. If no clear special educational need is obvious, the child will be added to a monitoring register to ensure that their needs are still being met and progress being monitored. If a child has been identified as having SEN such as dyslexia, AD(H)D or ASC, but are performing in line with age related expectations, they will be placed on the monitoring register, not the SEN register.

Plan

Parents must be informed when special educational provision is being made for their child.

The class teacher and the Inclusion Leader should agree in consultation with parents and the pupil, any initial interventions and support to be put into place. This, along with the expected impact on progress, development or behaviour and a clear date for review will be recorded on an individual provision map (IPM). A regular update will be provided during parents evenings 3 times a year, with opportunities for parents to request meetings at any point. All teachers and staff working with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the IPM. A Personal Plan, including child friendly targets, may be set up if necessary.

Do

The class teacher remains responsible for working with the pupil on a daily basis and will remain accountable for the progress and development of the individual. The best provision for the pupil will be HQIT, with the needs being met primarily by the class teacher. Despite this, occasionally it is necessary for some interventions to take place away from the classroom, although the class teacher still retains responsibility for the child's learning. They will work closely with Learning Support Assistants (LSAs) or specialist staff to plan and assess the impact of the support and interventions, whilst ensuring the learning will be linked back to and reinforced in the classroom. If there are several children requiring support in a similar area of learning (i.e. comprehension or writing skills), small group interventions may be arranged. The Inclusion Leader can support the class teacher in the further assessment of the child's particular strengths and weaknesses as and when needed.

Review

The effectiveness of the support or intervention, and the impact on the child's progress should be reviewed at an agreed date, in Pupil Progress meetings or Inclusion Partnership Agreement (IPA) meetings. The impact and quality of the support and interventions should be evaluated along with the opportunity for pupil's and parents' views. This should feedback into the analysis of the child's needs. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an Education, Health and Care Plan (EHCP), the Local Authority (LA) must review that plan at a minimum every 12 months. Schools must co-operate with the LA in the review process.

The plan, do, review process will take place at the end of each phase and as such the SEN register is a fluid working document that may change after each review, as some children are added and others are removed. A pupil will not necessarily be on the register for their whole school life, in many instances, with effective teaching, interventions and support, some children come off again, having made sufficient progress to catch up with their peers. Once removed from the SEN register, the pupil is not then forgotten about, they will continue to be monitored to ensure progress is maintained and support provided if needed. Special provisions that are additional to and different from that provided for their peers are recorded on a Year group provision map, and on the IPM. The IPM will include the

identified barriers, clear and manageable outcomes for the length of the provision, and pre agreed review date. This can be shared with the parents. If parents have any concerns about their child's support and/or targets at any point, they are encouraged to speak to the class teacher informally as the first point of call. The Inclusion Leader can be present or more formal meetings arranged if needed. Year leaders will have an overview of the provision across the year group but it remains the class teacher's responsibility to ensure that all children make progress, that any interventions are planned to link in with what the whole class are doing and that this is fed back into the pupil's work across the curriculum.

The reviewing process is done informally on a daily basis and formally in line with the schools milestone assessment.

Some of the ways in which pupils with SEND can be supported are:

- Teacher and/or Learning Support Assistant (LSA) support in class – the LSA is in class to be a bridge to the curriculum for pupils, not to work exclusively with one pupil and isolating them from the learning taking place around them
- Regular focus groups, pre-teach and/or surgeries
- Differentiated work, environment in the classroom
- A specific intervention programme (where possible this will take place in the classroom for short bursts of time, rather than removing the pupils from the classroom where they miss learning in other curriculum areas)
- Extra classes may be offered before or after school and are not exclusive to children with SEND and can be offered as a way to catch up, boost confidence or enhance current learning.

If it is necessary to get an outside agency involved, for example Speech and Language, Occupational Health, Primary Behaviour Support, School Nurse or Child and Adolescent Mental Health Services (CAMHS), parents will be informed beforehand and their views taken into account. More information about external agencies, and for other support, parents are directed to the Hampshire County Council Local Offer, found at:

<http://www3.hants.gov.uk/parents-sen/send-localoffer.htm>

Denmead Junior School has its own SEND Information Report, which can be found at <http://www.denmead-jun.hants.sch.uk/SEN>

Criteria for exiting the SEN register

A pupil will not necessarily be on the SEN register for their whole school life. At the end of phase internal review meetings, if a pupil is maintaining progress in line with age related expectations and has met the targets previously set, they can be removed from the SEN register. They will then be moved to the monitoring register to ensure they continue to make progress. Work may continue to be differentiated and they may still access support within the classroom without being on the SEN register.

Supporting pupils and their families

The LA local offer (<http://www3.hants.gov.uk/parents-sen/send-localoffer.htm>) and the school's SEND information report (<http://www.denmead-jun.hants.sch.uk/SEN>) detail links with other agencies to support families and pupils. The school follows the DfE guidelines in order to make sure that pupils with SEN can access exams and other assessments. This provision will be discussed in pupil progress meetings by the class teacher and Inclusion Leader.



Denmead Junior School has developed good links with its feeder schools, both infant to junior and junior to secondary. The transition process is carefully considered and planned for those pupils with SEND, with early meetings taking place between staff, extra meetings and visits taking place for those pupils if needed, and formal TPA meetings as appropriate.

We believe in working closely with parents/carers and value their opinions and contributions about their child. We aim to keep communication a 2-way process, informing and listening to parents/carers. Where a personal plan or a behaviour plan needs to be drawn up, parents/carers will be involved where possible. Parents will also be encouraged to support learning programmes at home, and will be given advice on suitable activities that can be carried out at home.

We encourage informal chats with the class teacher as one way of keeping communication open, although more formal meetings can be held at the parent's request. If issues remain having been through these channels, parents can contact the Chair of Governors and will be advised in line with County guidelines.

Supporting pupils with 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 there this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their educational provision. The SEND Code of Practice (2014) is followed in this case.

The school has a Health and Safety policy in place to support pupils at school with medical conditions and this can be found on our website, in line with recent guidance published by DfE.

Monitoring and Evaluation of SEND

The school has a regular and rigorous monitoring process, which enables us to regularly review individuals and the provision offered to them. As well as the half termly pupil progress meetings, there is work scrutiny, lesson observations, learning walks, pupil conferencing and detailed analysis of data for achievement and progress of specific groups of children, including those with SEN.

The Headteacher and Inclusion Leader regularly report to the governing body on the children's progress. The school has regular parent's evenings, where pupil's progress is discussed with parents/carers.

Training and Resources

All mainstream schools are provided with resources to support those with additional needs, including those with SEN. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (CoP 2014 6.95 and 6.96 p 109-110)



As part of our normal budget planning, we determine how to use our resources to support the progress of pupils with SEN. The Inclusion Leader, Headteacher and governing body have a clear picture of the resources that are available to the school. We carefully consider the strategic approach to meeting SEN in the context of the total resources available, including and resources targeted at particular groups, such as the pupil premium. (CoP 2014 6.97 p 110)

We believe all our staff are teachers of children with SEND, so all members of staff are trained to teach children with SEN and disabilities, and we provide a wide training programme and induction programme based on the needs in our school at the time. Our LSA's are trained to deliver appropriate intervention programmes. We also have 2 trained ELSA's (Emotional Literacy Support Assistant) who assist pupils in the following areas:

- Self-esteem/personal identity
- Self-regulation
- Anxiety
- Identifying and understanding their feelings
- Discussing their feelings
- Resolving conflicts
- Forming and sustaining relationships

An ELSA programme will focus on one of the above areas for a specified amount of time and with a clear focus and outcome. Again, this would be set up in agreement with parents. Alongside our ELSA provision we also offer a 'MY Time' group, which offers strategies for self-regulation, breathing techniques, calming and relaxation strategies through the use of yoga style exercises and activities. It's run as a club and is optional for the children invited.

Through our transition arrangements and any TPA meetings held for our incoming pupils, we can identify any specific needs which need to be met and can ensure that the transition is as smooth as possible, as well as ensuring that any training gaps are filled as soon as possible.

All staff have regular child protection training. The Inclusion Leader is highly trained to recognise and support the full range of SEND needs. The Inclusion Leader has received training to be the Designated Teacher for Children in Care. The Inclusion Leader also attends regular network meetings and conferences to keep up to date with local and national updates. Staff receive regular training, often delivered by the Inclusion Leader or trained service providers. We have links to Footprints, who offer advice and support for pupils with Down Syndrome. We work closely with Primary Behaviour Support, NHS solent (SALT, PT, OT) and further outreach services for advise and support as well as regular In-service training for SEN. Staff training is on-going and will continue to feature in the School Improvement Plan.

Roles and Responsibilities

Pupils with SEND are the responsibility of all the staff in the school, but certain people have specific roles:

- SEN Governor – responsible for liaising with the Inclusion Leader and for monitoring participation and progress of pupils with SEND
- Learning Support Assistants – some work 1:1 with pupils with an EHCP to act as a bridge to the learning
- ELSA – supporting children with social and emotional difficulties
- Designated teacher with specific Safeguarding responsibility is Elaine Viner (Headteacher) deputised by Lorraine Brown (Welfare Officer)



- Designated teacher for Looked After Children is Kerry Howard (Inclusion Leader)
- Member of staff responsible for meeting the medical needs of pupils is Kerry Howard (Inclusion Leader)

Children with EHCPs are supported on an individual basis by LSAs employed by the school from the funding delegated by the LA for this purpose.

Storing and managing information

Information on how documents are stored can be found in the school's Data Protection policy and the Confidentiality policy. All records are stored following DfE guidelines.

Reviewing the policy

This policy is reviewed annually by the Inclusion Leader, Headteacher and Governing body.

Accessibility

The Disability Discrimination Act (DDA) as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. We have an accessibility plan which can be viewed in the Equality policy.

Barriers to learning are identified through our on-going assessment and monitoring processes.

Our school is inclusive for disabled pupils, with ramps allowing access into and out of the school building, doors which can be held open for access within the school, and disabled toilets and showering facilities in school. LSA's have delivered specific physiotherapy programmes under the guidance of Occupational Health.

Activities and school trips are accessible to all our pupils, we believe in being inclusive and reasonable adjustments are made to ensure this happens in every classroom, around the school site and for any trips off site.

Risk assessments are carried out where necessary to ensure the safety of all parties concerned. If after the risk assessment is carried out the level of risk suggests the need for 1:1 support for an individual, it may be necessary to ask a parent or carer to accompany the child on their trip in addition to the usual staff.

There are a range of after school clubs held on site, some run by school staff and others by external providers. All are fully inclusive. If the club is run by an external provider, they are fully briefed on the individual's needs so ensure maximum participation.

In specific cases, parents can have daily contact with a designated member of staff to discuss how the day has gone. We operate an open door policy and as such teachers can be approached at the beginning or end of the school day for an informal chat, or via appointment for a more detailed discussion.



Dealing with Complaints

The child's class teacher is always the first point of call, to resolve any small issues that might crop up. If necessary, a meeting with the Inclusion Leader can be arranged, followed by a meeting with the Deputy/Headteacher. Should these meetings fail to resolve the issue, contact the Chair of Governors.

Written information about a formal complaints procedure is available from the school. The LA provides a Parent Partnership Service, which can offer advice and support about a range of special educational needs issues. The contact address and telephone number are available from the school office or on the County Council Local Offer home page.

Bullying

The school's anti bullying policy can be found on the school website

Appendix

Summary of abbreviations:

ASC = Autistic Spectrum Condition
CAMHS = Child and Adolescent Mental Health Services
CoP = Code of Practice
DDA = Disability Discrimination Act
DfE = Department for Education
EAL = English as an Additional Language
EHCP = Education Health and Care Plan (formerly known as a statement)
ELSA = Emotional Literacy Support Assistant
HQIT = High Quality Inclusive Education
IPA = Inclusion Partnership Agreement
IPM = Individual Provision Map
LA = Local Authority
LSA = Learning Support Assistant
MLD = Moderate Learning Difficulty
MSI = Multi Sensory Issue
OT = Occupational Therapy
PDA=Pathological Demand Avoidance
PMLS = Profound and Multiple Learning Difficulties
PT = Physiotherapy
SALT = Speech and Language Therapy
SEND = Special Educational Needs and Disability
SENDCO = Special Educational Needs (and Disability) Coordinator
SLCN = Speech, Language and Communication Need
SLD = Severe Learning Difficulty
SLT = Senior Leadership Team
SpLD = Specific Learning Difficulty
TPA = Transition Partnership Agreement
VI = Visual Impairment