



Newport C of E Junior School SEND policy 2019

Reviewed by - Jane Kerr
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Agreed by the Governing Body -
Review date - December 2021



**LEARNING TO MAKE A DIFFERENCE
THROUGH GOD'S LOVE.**

*Jesus said, 'Love one another as
I have loved you' John 13:34*

We see each student as a 'unique' and valued member of our community and endeavour to enable each child to meet their full potential. We are committed to narrowing the attainment gap between SEND and non-SEND students. This may include after school interventions, short-term intervention learning or other learning interventions developed on an individual needs basis.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)** and the statutory requirement laid out in the SEND Code of Practice 0 - 25 (11 June 2014 - updated 1st May 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013
- Ofsted Section 5 Inspection Framework April 2014
- Children and Families Act 2014

It has been written as guidance for staff, parents or carers and children with reference to the guidance and documents stated above.

Principles

The school's Special Educational Needs (SEN) Policy is based on the following principles:

- That all teachers at Newport C of E Junior School are teachers of children with Special Educational Needs and have responsibility to meet those needs with the advice of the Head, school co-ordinators, SENDCO, Inclusion Manager, teachers with expertise and external professionals as appropriate.
- That all children are entitled to a broad, balanced and relevant curriculum provided through appropriate resources and planning of a differentiated curriculum.
- That needs will be identified at an early stage and supported in line with Telford and Wrekin Local Authority policy. Learning progress will be monitored using a graduated response (Code of Practice 2014).
- The effective management, school ethos and the learning environment can help prevent some Special Educational Need from arising and minimise others.
- That pupils with Special Educational Needs will be fully included into the life of the school and its curriculum, enabling them to maximise their potential as learners and to contribute to the social and the cultural activities of the school.

- The children receive appropriate support and timely inclusive support planned for in line with the Every Child Matters agenda and Disability Discrimination Guidance.
- That parental support and involvement is crucial to the success of any Special Educational Needs intervention. The views of parents, carers, children and other professional agencies are sought and taken into account when planning and reviewing educational targets, support and resources.
- That information is provided for all those concerned – parents, Governors, teachers, support staff – related to the policy and practice of SEN provision in school.
- In line with the Equality Act 2010, pupils with a disability will not be treated any less favourably and reasonable steps will be taken to ensure inclusive access to the school locality and curriculum.

Aim

The aim of the Special Educational Needs policy is to provide information for parents, governors, teachers and support staff about the school's philosophy and practice in relation to Special Educational Needs.

It also offers practical guidelines on key processes of identification, assessment, strategies for support, monitoring, and review in line with the graduated response outlined in the Code of Practice (July 2014)) and the Integrated Services System operating within Telford and Wrekin Local Authority.

Code of Practice (2015 updated)

Special educational provision means:

- for young people aged between 0 – 25 years, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice (2014) i.e. communication and interaction, cognition and learning behaviour, social, mental and emotional development, and sensory and/or physical development.
- We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all children. This policy should therefore be read alongside our policy for equal opportunities.

- Children/pupils with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

Able Children

- Under the umbrella of Special Education provision we also include very able children and children within the middle band who may need at times in their education to be individually targeted. For these children we endeavour to ensure they always reach their full potential, with targeted support, other strategies include, blocked assessments with linked target setting procedures. These are monitored on a termly basis.
- Setting procedures are used to further differentiate groups of children by ability.
- Cross-phase initiatives between ourselves and KS1 and KS3.

How SEND is funded?

Universal level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

Targeted level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.

Specialist or personalised level top-up funding is provided on a per-learner basis by the commissioner placing the pupil. The resourcing of Education Health Care Plans (EHCP) continues to be maintained by the local authority for pupils who require additional resources over and above those that a mainstream school is expected to provide. An EHCP will describe the needs of the child and the additional resources which will be made available to the school from the Local Authority to meet them i.e. support hours for fulfilling the Individual Provision Map or resources for fulfilling equipment needs. As a school, we can also apply to the Local Authority for additional funding through the Inclusive School forum, when additional funding is required and the targeted level of funding is already being used but a long term EHCP is not required.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ emotional, social development and mental health
- ❖ sensory and/or physical

Identification, Assessment and Review - the Graduated Response (Assess, Plan, Do, Review)

We aim to enable all children to achieve their potential and plan very carefully to support and challenge them to do so. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

The teachers are responsible and accountable for monitoring the progress of their own pupils. Senior Leaders monitor maths, writing and reading through reviewing pupil data each term. Pupil progress meeting (held weekly) and red meetings (held termly) are held between Senior Leaders, teaching and support staff regularly to review the progress made and any concerns they may have.

Any of the following may trigger a concern (Assessment).

The child and parent/carer are involved throughout.

- Parents/carer
- Child
- Class teacher assessment
- Response/ length of time on SEN register
- Any of the support services mentioned later
- Records - transferred from another school
- Base line assessments
- SAT results
- In-house testing and assessment
- Special needs register
- Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their performance against the level descriptions within the National Curriculum at the end of each year and at the end of a key stage
- in-house intervention assessments
- standardised screening or assessment tools.

School Based Support (plan)

At Newport C of E Junior School support is given to all children through high quality teaching with differentiated activities. We believe that all children learn best together as a class. Our aim is for all children to be working independently in class. We believe that all children are entitled to be taught by

their teacher as well as by a TA. When allocating TA support, we focus on potential outcomes, not hours.

Do

If more focused support is required, a child will be supported by school interventions and recognised on class and individual provision maps.

Wave 1 - Quality first teaching and general provision for all children.

Wave 2 - Enhanced Group Support for those just below national age related expectation, need a 'boost' to 'catch up', not necessarily identified as SEN.

Wave 3 - Additional SEN Support Higher Need For those who despite wave 2 intervention require further intervention or it is felt wave 2 not appropriate due to specific need.

Educational Health care Plans

An EHC Plan brings together the health, education and care needs for young people aged 0 - 25 and sets out the provision that they need from education, health and care to meet these needs.

If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies we ask that parents contact us to discuss any concerns.

Following a **request** for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 - 25 years.

Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision.

EHC plans should be used to monitor set SMART targets and reviewed at least once every 12 months by Telford and Wrekin Local Authority.

Educational Health Care (EHC) plans are applied for and used to support children when the need has been identified. These plans are used to support transition from class to class, as well as when joining the junior school and then from juniors to mainstream or special secondary, dependent on the child's needs. Further meetings, pre-visits and information are passed on to staff or the new school to make the transition as smooth as possible for the child. Parents and the children are involved in the process.

Provision maps.

Individual provision should identify short term targets and achievable, measurable outcomes.

Strategies and any additional provision should also be recorded as should starting points. This provision should be reviewed each term and new targets set.

All pupils with SEND receiving additional school based support will have Provision Maps will be written termly by class teachers and reviewed termly with parents.

Copies of Individual Provision Maps will be shared at Parents Evenings and parents will be invited to make a comment or add to suggested targets.

Parents will discuss the Individual Provision Map at Parents Evenings after which a copy will be placed in the class SEND folder and saved on the T Drive for the SENCo to monitor provision.

Following the review of Individual Provision Maps, referral to outside agency support may be considered if the pupil:-

- Has continued to make little or no progress over a realistic time span.
- Continues to show signs of difficulty in developing literacy or numeracy skills resulting in poor attainment.
- Experiences an increasing gap between good levels of understanding and attainment.
- Continues to present emotional and behavioural difficulties which have not been overcome by the strategies employed at School support and which regularly interfere with the child's own learning and that of other children.
- Have sensory or physical problems which continue to affect progress and require the provision of regular advice by a specialist service and / or the continued advice of specialist equipment.
- Have an ongoing communication and / or interaction difficulty which impedes the development of social relationships and cause a substantial barrier to learning.

The child may be withdrawn from parts of the curriculum or a specific lesson to work on their individual programme with an adult.

Records

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Recording SEN needs within school

Children's attainment and progress are rigorously monitored as part of the school's assessment procedures. If a class teacher is concerned the child is closely monitored with targeted high quality teaching. If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the SEN Coordinator about whether the child needs to go on the SEN list. The SEN Coordinator and class teacher will then speak to the parents about the child's needs. Once this meeting has taken place there will be a letter explaining the move on to the list. The child will have a personalised provision map drawn up with achievable targets. This will be reviewed at three times throughout the year, through the Access, Plan, Do, Review cycle.

If a child requires extra support, in consultation with parents, outside agencies will be contacted to work with the child and recommendations followed on plans.

Provision maps

All pupils on the SEN list will be identified on the class map with targets. Individual Provision Maps and class maps must be reviewed at least three times a year. If a pupil is making good progress the

provision map review meeting can be used to consider removing a child from the SEN list. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the list. There must be clear evidence in each class teacher's SEN file of when Provision Maps and class maps have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to an EHC plan.

Transitions

In the summer term the SENCo will liaise with the different infant schools which the children are attending to establish which of the pupils will be progressing to Year 3 at NJS. This information will be collated by the SENCo in order to draw up the SEN register for Year 3.

As pupils on the SEN list progress to secondary school the SENCo and Year 6 teachers will liaise with the various receiving schools. This will include specialist provision in the case of some pupils with Education, Health Care plans.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from outside agencies when necessary.

Responsibilities

A Graduated Response to SEN

All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

Head Teacher

- The day to day management for all aspects of school's work including the provision for children with SEN
- Keeping the Governing Body fully informed of the operation of the SEN policy
- Setting suitable learning challenges
- Responding to the diverse needs of pupils
- Overcoming potential barriers to learning
- Assessment of individual and groups of pupils
- To ensure that the needs of SEN children are met within the school.

Class teacher

- To know which pupils in their class are on the SEN register.
- To write individual provision maps for children who are on the SEN list who may need referral for an EHC plan.
- Working with the child on a daily basis and identifying and monitoring individual needs

- Planning and delivering a provision that is additional to or different from the normal differentiated curriculum, this will be recorded on Class provision maps
- Daily organisation of Learning Support Assistants/Teaching Assistants.
- To ensure TAs are supporting children in class as directed
- Liaising with the SENCO and outside agencies
- Sharing outcomes on provision maps with the children
- Maintaining close liaison with parents

Teaching Assistants:

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the SENCO
 - To keep records of this work as requested.
 - To support children in class or by withdrawing individuals and small groups.
 - To attend PD days and courses where appropriate.
 - To be fully aware of the school's SEN policy.
- All staff are responsible for children with SEN but additional practitioners, teaching assistants and helpers include

Miss V Potter - **SEN Administrator**
Mrs D Henderson
Mrs J Jones
Mrs S Fellows
Mrs W Sarling
Miss S Branton
Mrs E Williams
Mrs J Rees
Mrs T Thomas
Mrs D Underwood
Mrs S Wood
Mr T Higgins
Mrs K Naylor
Mrs L Breen
Mrs L Hammond
Mrs F Yates
Miss L Paul

Governors

The governor with responsibility for SEN is Mr Andrew Harris

The governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that the needs of pupils with SEN are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Consult the LA and the Governing Bodies of other schools, when necessary or desirable in the interests of coordinated special educational provision in the area as a whole

- Ensure that a pupil with SEN joins in all activities as far as is reasonably practical and compatible with the children's abilities and to ensure their learning needs are met
- Report to parents on the implementation of the school's policy for pupils with SEN
- Have regard to the Code Of Practice when carrying out its duties to pupils with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel services.

Co-ordinator

The school's SENCO is Mrs Jane Kerr.

The co-ordinator is responsible for:

- Overseeing day to day operation of the school's SEN policy
- Co-ordinating provision for children with SEN, ensuring provision maps are written and reviewed termly
- To ensure the schools SEN register is updated regularly
- Liaising with the Head Teacher and Class Teachers regarding the deployment and organisation of additional adults to support children with SEN
- Overseeing the records of provision for all children with SEN
- Contributing to CPD and disseminating information, including updates on current policy and practice, as appropriate
- Liaising with external agencies such as LSAT, Educational Psychologist, School nurse, Speech and Language Therapists, Visual and Hearing Impairment Services and other integrated services
- To organise annual and termly reviews.
- Ensuring the school is represented at Case Conferences, Core Group meetings, LAC reviews, CAF and TAC meetings involving individual children
- Liaising with and informing parents
- To report to Governors as requested by the head teacher.
- To keep their own skills updated by reading, researching and attending INSET on SEN and appropriate related external courses.

Outside agencies

- Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LEA. We work on a regular basis with the following:

Suzanne Hopkins
Vicky Price

Educational Psychologist
LSAT

A graduated approach:

Action	Who is involved?	What is involved?	Next steps
High quality differentiated teaching	The class teacher is responsible for differentiating	The teacher plans for the activities to be given to the pupils at the	If, after observations in a variety of contexts and in discussion

	work for all the pupils.	appropriate level of need for success and progress to be achieved.	with parents/carers, a pupil is not making adequate progress, placing the child on the SEN list is considered. The teacher responsible for the child informs the SENCO of the Concern.
SEN	In consultation with parents, the child is placed on the SEN list. A plan is formulated using advice from outside agency reports and internal interventions to support the child's particular needs.	Additional and/or Different activities/resources are used to meet the needs of the pupil, including those from work completed with outside agencies. Suggestions for support at home are considered with the parents/ carers. Details are included on the class provision map which is reviewed regularly.	Most pupils should make progress with the additional help and if necessary support from outside agencies, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.
EHC plan	In consultation with parents, the child will be referred to the LA for assessment for an Education, Health Care plan.	The local SEN team will contact the family to complete a 'tell me once' booklet and compile all information needed to make a decision on required support.	Within 20 weeks the panel will have made their decision and either written a plan for parents to agree to or offered other recommendations if provision can be met without a plan.

Further detail of interventions and agencies the school can offer are available on the SEND offer 2018.

Special Educational Needs Partnerships

Partnership with Parents

Parents will be informed at all stages of the proposed interventions designed to support their child's learning and actively encouraged to participate by sharing information and agreeing targets. Parents of pupils with Special Educational Needs are invited to contact the Class teacher and Special Needs Coordinator if they have any concerns or require information on their child's progress.

Pupil Participation

From the start of intervention-pupils, who are capable of forming views, will be encouraged to participate and give their opinions. An opinion sheet will be completed as part of the Annual Review process for pupils with a Statement of Special Educational Needs or EHC plan. Children will be made aware of their targets on their Individual Provision Map by teachers and teaching assistants and how they can contribute to successfully meeting these through smaller steps.

Partnerships with Special Educational Needs Support Services

The school works closely with all agencies involved in supporting pupils. Currently Educational Psychologist sessions can be purchased by the school involving a Consultation process in response to a particular concern, need or issue. The Psychology Service then agrees to a specific Consultation and prioritises Consultation work via their own monitoring Panel.

The Learning Support Advisory professionals are purchased and reviewed annually according to the needs of the school. Purchase will be agreed by the Head teacher and SENCO following an audit of need.

Other agencies that visit school and provide advice include Speech and Language Therapists, Occupational and Physiotherapy Services and the Sensory Inclusion Services i.e. Hearing and Visual Impairment teams. Partnership with a variety of voluntary organisations and Specialist Settings is also welcomed and can take the form of outreach support, advice and co education.

Educational Welfare Officers are involved as and when necessary.

Partnership with Other Schools

Cross phase liaison with several local secondary schools takes place during the Summer Term to enable a smooth transition from Year 6 to Key Stage 3.

Secondary Transition issues are discussed at the Annual Review of pupils with a Statement of Educational Need/EHC plan in Year 5 and revisited during their Year 6 Annual Review when Secondary colleagues will be invited to attend.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*). Pupils with an EHC plan are placed by the Local Authority which makes every effort to comply with pupil and parent preferences.

Access

Access to the main school building and playgrounds is suitable for wheel chair users.

There are ground floor, alarmed disabled toilets and shower facilities available.

A programme of identification and review of access issues is undertaken annually by the Inclusion Manager and documented in the School's Accessibility Plan.

Complaints Procedures

School has a clear complaints procedure as detailed in the Complaints Policy.

This is available on request from the school office and is also on the school website.

Link to the Telford and Wrekin SEND local offer

<http://www.telfordsend.org.uk/>

