

HENLEAZE JUNIOR SCHOOL

SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY

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This policy includes all the recent changes and requirements following the new [SEND Code of Practice 0-25 January 2015](#). The policy complies with the statutory requirement laid out in the SEND Code of Practice January 2015 3.65 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0 – 25 (January 2015)

Children and Families Bill (2014)

Schools SEND Information Report Regulations (2014) see www.sendgateway.org.uk

Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)

Safeguarding Policy

Accessibility Plan Teachers Standards 2012

The School has an experienced SENDCo, Mrs Sue Spaargaren, who is a member of the Senior Management Team.

Contact: 0117 3772444 or email: office@henleazejuniorschool.co.uk

The school SEND Governor is **Tamsin James**, who can be contacted in the same way.

At Henleaze Junior School, we offer the same opportunities to all of our pupils and seek to involve them all in setting and achieving aspirational goals, both in the curriculum and in their personal development.

Henleaze Junior School has a strong history of fully inclusive education for children with a wide range of SEND, including cerebral palsy, ASD, ADHD, visual and hearing impairments, and SEMH

We believe that all children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into secondary school and into adulthood, whether into employment, further education or higher education or training. This is regardless of their age, gender, ethnicity, impairment, attainment and background.

We ensure that all children have access to a broad and balanced academic and social curriculum. Children are equally valued and fully included in all aspects of school life by creating a sense of community and belonging.

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. At Henleaze Junior School, every teacher is a teacher of every child including those with SEND.

Section 2 – Aim and Objectives

Aim

Henleaze Junior School is committed to raising aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for children and not just hours of provision support. We aim to work in partnership with parents, children and outside agencies in order to achieve the outcomes identified.

Objectives

- To provide personalised teaching and learning which enable every child to achieve his or her full potential.
- To use the schools SEND identification criteria to identify and provide for pupils who have special educational needs or additional needs.
- To work within the guidance provided in the SEND Code of Practice, January 2015.
- To operate a “whole pupil, whole school” approach to the management and provision of support for pupils with special educational needs
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCo)
- To provide all staff with up to date, relevant information and advice on the special educational needs of pupils

- To ensure pupils receive the provision as set out in their Statement of Educational Needs or Education, Health and Care Plan
- To identify and respond to the changing needs of pupils so that they can further develop their potential as individuals
- To ensure all pupils with SEND engage in school activities along with those pupils who do not have SEND
- To seek, monitor and respond to parents/carers and children's views, in order to build high levels of confidence and partnership
- To work in co-operation and productive partnerships with the Local Educational Authority and other outside agencies, to ensure there is a multi-professional approach to meeting children's needs

Section 3 – Identifying Special Educational Needs

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which requires special educational provision. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. (Code of Practice 2015)

- The Code of Practice describes the four broad categories of need and gives an overview of the range of needs that are planned for:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical

Broad areas of need as quoted from the SEND Code of Practice, 2015, Chapter 6:

Communication and interaction

6.28 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.

6.29 Children and young people with ASD, including Asperger's Syndrome 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

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound

and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 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

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

- The Code of Practice suggests that children are only identified as SEND if they do not make adequate progress once they have had all the good quality personalised teaching and all intervention/adjustments.
- Identification starts with the desired outcomes for all pupils, which includes expected progress, and attainment in collaboration with the pupil and parents.
- The purpose of identifying needs is to work out what action the school needs to take (by adapting the school's core offer or providing additional or different support) not to fit a child into a category.
- Identifying behaviour as a need is not an acceptable way of describing the special educational need of a child.
- Class and subject teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline

- fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
- It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.
- We identify children as having special educational needs or needing additional help in several ways:
 - Gathering records from previous schools
 - Pupil Progress meetings three times a year where we identify children who are not making expected progress (reading, writing, numeracy)
 - Standardised screening and assessment tools and further diagnostic tools
 - Observations in various school contexts
 - Responding to concerns raised by parents, teachers, LSAs, an outside agency, doctor or school nurse
 - An existing Statement of Special educational Needs or Education, Health Care Plan
 - We also consider and respond to issues other than special educational needs which may have an impact on progress and attainment:
 - Disability (the new code of practice, 2015 outlines the “reasonable adjustment” duty for all settings provided under the current Disability Equality legislation).
 - Attendance and Punctuality
 - 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)

Section 4 – A Graduated Approach to SEND support

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from LSAs and specialist staff.

Quality first teaching, differentiated for individual children, is the first step in responding to children who have or may have SEND. Additional intervention and support is always secondary to good quality first teaching. We regularly and carefully review the quality of teaching of children, including those at risk of underachievement. This includes monitoring and, where necessary improving, teachers' understanding of strategies to identify and support vulnerable children, and developing their knowledge of SEND most frequently encountered.

Partnership with parents and carers play a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, setting and reviewing targets and the transition process.

In order to support children with special educational needs, we adopt a graduated response where an **assess-plan-do-review** cycle is followed (see Appendix A Henleaze Junior School Graduated Response).

Assess

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

Plan

The child's class teacher, together with the SENDCo, will decide on the action required to help the child progress. This may include:

- Adapting class teaching styles and organisation
- Using different learning materials or specialist equipment
- Some group or individual support (e.g. small groups of children being withdrawn to work with teacher or LSA)
- Staff development and training to introduce more effective strategies

Do

The child's class teacher will be responsible for the child's learning on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken and progress will be reviewed.

Review

Class teachers formally assess the progress of children in their class at least three times a year. If a child makes expected or more than expected progress they may no longer require additional support. If a child is not making the progress expected despite the extra support, then teachers may need to consult with the SENDCo to consider what else can be done. This review might lead to a conclusion that the child requires help over and above that which is normally available within class. Parents/carers will be consulted and a specific intervention put in place and monitored for an agreed period. If no progress is noted after this time the child may be added to the school SEND register with parental permission. The child is then receiving "**school support**". Parents will be invited to meet at least twice a year with the class teacher to review progress. The SENDCo will support further assessment of the child where necessary, assisting in the planning for their future needs in discussion with colleagues and parents.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Has communication and/or interaction difficulties, and continues to make little or no progress
- Makes little or no progress, even when teaching approaches are targeted particularly in the child's identified area of weakness

- Shows signs of difficulty in developing literacy and/or mathematics skills which result in poor attainment
- Presents social, emotional or mental health needs which are not improved by the behaviour management techniques usually employed in school
- Has sensory and/or physical needs and continues to make little or no progress, despite the provision of specialist equipment and access strategies

A child can exit the SEND register when:

- They are making at least expected progress by quality first teaching together with interventions to fill any gaps in learning
- Improvements in social, emotional, mental health or behavioural needs are made so that behaviour management techniques employed in school are effective

The **assess, plan, do, review** cycle will continue to identify strategies to support learning.

Section 5: Roles and Responsibilities

Teacher:

- Provides high quality, personalised differentiated teaching through varied teaching styles and adapted resources for individual pupils
- Has awareness and understanding of the learning needs of all pupils
- Is responsible and accountable for the progress and development of the pupils in their class using regular formative and summative assessment
- Uses standardised screening and assessment tools in reading and spelling in September to inform planning and teaching
- Manages and utilises support and specialist staff to enable pupils full access to the curriculum
- Regularly communicates with support staff regarding pupils they work with
- Effectively uses assessment for learning strategies, monitoring, and next steps.
- Plans with colleagues in year group and lower/upper key stage teams
- Alerts SENDCo to newly arising concerns.
- Requests for additional SENDCo assessment to gather further evidence of pupils needs and shares parents' concerns and views with SENDCo.
- Involves parents and pupils in all stages of the process (at the earliest opportunity) to agree outcomes, next steps, planned support at school and at home and a review date.
- Communicates effectively with parents:
 - As soon as they are concerned about the child
 - Two Parents' Evenings
 - Annual report of child's progress
- Hands over records and liaises with next and previous class teacher

- Follows the school policy for handing over pupil records to next class, key stage or school
- Tracks progress of all pupils and assesses the impact of support and interventions
- Presents and analyses pupil progress data three times each year (Terms 1, 3 and 6) with SLT
- Completes records of behaviour incidences
- Contributes to the review of groups or individual pupils receiving additional provision to meet their needs, together with parent/s and child to discuss further actions.

Curriculum Team

- Provides a broad and balanced scheme of work with appropriate challenge and differentiation
- Supports class teachers to implement the scheme of work (SOW) and support their relevant subject knowledge
- Provides relevant resources so that all pupils can access the curriculum
- Tracks progress within their subject area for all pupils using data analysis
- Monitors teaching and learning through lesson observations and work scrutiny

Senior Management Team

- Monitors learning and the quality of teaching through lesson observations to ensure children access a full and challenging curriculum including:
 - High quality, personalised differentiated teaching
 - Effective behaviour management strategies
 - Effective implementation of any LSAs and class support
- Supports teaching staff to develop their practice as part of the performance management process
- Uses pupil progress cycle (Terms 1, 3 and 6) to inform the most effective provision for pupils needs (provision map), to monitor the effectiveness of interventions and improve the core offer (for all children)
- Ensures most effective deployment of funds and resources for Pupil Premium children
- Reports to governors on action taken for SEND

SEND Co-ordinator

- Acquires KS1 or transferring school pupil assessment and records
- Provides additional baseline assessments in Y3 for children highlighted by class teacher or KS1 records
- Gathers additional evidence of pupils highlighted by class teacher (i.e. observation of pupils in class, diagnostic tests, analysis of pupils need and progress data etc)
- Supports teachers to understand and use strategies to identify and support vulnerable pupils and develop knowledge of frequently encountered SEND

- Supports teachers to differentiate for out of step learners (and then monitors)
- Supports teachers in providing specialist arrangements and adaptations are provided
- Ensures support staff have sufficient skills and knowledge
- Uses SEND Identification criteria with teacher to ascertain if more support is required beyond QFT
- Organises appropriate intervention using SEND entry and exit criteria
- Collects data and analyse impact of intervention groups
- Strategically develops the SEND policy
- Co-ordinates support for pupils within the four broad areas of need either in class or withdrawn
- Reviews groups or individual pupils requiring additional provision to meet their needs, including the review of entry and exit criteria and targets as part of pupil progress cycle
- Co-ordinates the review process where multi-agency planning (MAP) requires further provision for individual pupils
- Ensures Core and Notional Funding is used effectively and, where a child's needs are not met by this funding, an Annual Review takes place and Top-Up funding is applied for at the appropriate panel
- Ensures all phases of the Graduated response are evidenced before an EHCP assessment is considered
- Makes an assessment request to the LA who will determine whether a student is issued an Educational Health and Care Plan
- Co-ordinates outside agency services to ensure advice is provided to meet pupil's EHCP needs

Henleaze Junior School Community and Governing Body

- Provides an extra-curricular programme of opportunities
- Prepares pupils for transition between year groups and on to KS3.
- Hosts SENDCo Cluster meetings with like schools to share good practice and resources
- Publishes on the website the up to date SEND policy as set out in SEND Regulations 2014

Section 6: Managing children on the SEND register

Children are identified as having SEND support will be placed on the SEND register.

Progress of all children is reviewed three times a year as part of the pupil progress cycle.

Children who have more complex needs and perhaps a Statement of Special Educational Needs or Education Health Care Plan have reviews three times a year which includes an annual review including professionals who are involved.

We will involve outside agencies if the child:

- Continues to make little or no progress in specific areas over a long period despite considerable input and adaptations.
- Continues working at levels substantially below that expected of children of similar age
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Outside agencies will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

Children with continued outside agency support will have individual targets. The child's targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The class teacher will record the steps taken to meet the needs of individual children through the use of targets, monitoring and review sheets. The targets will be reviewed three times a year with parents and children giving their views.

Statutory Assessment

If a child has demonstrated significant cause for concern, and parents are in agreement, a request will be made by the school to the Local Authority (LA) to request a statutory assessment. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including resources or special arrangements put in place. This process should have a 20 week time frame.

The evidence will include:

- Views of the parent and child
- Previous targets for the child
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate.
- Attainment levels in literacy and numeracy and progress over time
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist

Educational, Health and Care Plans

If statutory assessment is successful, an Education, Health and Care Plan (EHCP) is put in place detailing:

- Views and interests and aspirations of the child and parents.
- Child's special educational needs
- Child's health needs which are related to their special educational needs
- Child's social care needs related to their special educational needs or to a disability
- Outcomes sought for the child.
- Special educational provision required by the child.
- Health or social care provision required
- If school identifies that additional funding and support are needed for a child then this can be applied for from the High Needs top-up panel. The needs of the child are assessed against the Bristol Universal Descriptors (BUDs) and support the process for additional funding streams

Section 7: Supporting Children and Families

Bristol Authority publish a Local Offer, setting in one place information about provision and support available across education, health and social care for children in the area who have SEND or are disabled. Bristol Local Offer can be found at: www.findabilitybristol.org.uk

Schools have a statutory requirement to provide a SEND information report. This includes commonly asked questions with answers describing how we support children with special educational needs and/or disability. See Section 14 for links to support networks.

Supportive Parents is a charity providing information, advice and support to parents, children and young people about any type of special educational needs or disability. They are an independent organisation offering a free, confidential and impartial service to parents, child or young person who has a concern about special educational needs.

Section 8: Equality and inclusion- supporting children at school with medical conditions

Henleaze Junior School has due regard to the duties under the Equality Act 2010 towards individual disabled children to promote disability equality. The school makes arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meeting the medical needs of pupils. Where children also have special educational needs, their provision is planned and delivered in accordance with healthcare plan. The school has regard to statutory guidance supporting pupils at school with medical conditions (DfE 2014)

Section 9: Monitoring and Evaluation of SEND

The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children with the **assess-plan-do-review** cycle. Evidence of pupil progress, a focus on outcomes and approach to monitoring and evaluating any SEND support is provided.

We monitor and evaluate the quality of provision offered to all children, through lesson observations, evaluation of assessment data, target setting, pupil progress meetings, performance management, work sampling and sampling views of parents, children and staff.

The SENDCo will provide information to the governing body as to the number of children identified as receiving special educational support as well as any children for whom a statutory assessment has been requested. The SENDCo will report on any whole school developments and any legislative or local policy changes.

Section 10: Resources and Training

Resources

The first £6,000 of additional funding for SEND children (above and beyond the average educational funding per child of £4,000) should be met by the school from the notional SEND formula as detailed in a costed whole school provision map. Where the value of a child's additional needs are greater than £6,000, then the child is classified as a "High Needs" child and an application for funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the Bristol Universal Descriptors (BUDs).

Training

All teachers and support staff undertake induction on taking up the post and this includes a meeting with the SENDCo. A programme of ongoing training is in place to ensure our staff have the appropriate skills and knowledge to support children with SEND. Specific training for different types of SEND will be prioritised according to the needs of the children. The Governor with responsibility for SEND will also undertake relevant training. The SENDCo works collaboratively as part of the SENDCo Cluster Group to develop provision and share good practice with other schools.

Section 11: Storing and Managing Information

In line with the Data Protection Policy, all pupil information, is stored securely on the school database (SIMs). A robust safeguarding system is in place to protect against loss, theft and unauthorised disclosure. Information is not retained for longer than is necessary and will be passed to transition school.

Section 12: Accessibility

The DDA, as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to increase over time the accessibility of schools for disabled children and to implement their plans.

The school buildings are fully accessible. Four of our classrooms have direct level access from the outside, the first floor classrooms and library are accessed by lift, and the four classrooms in "temporary" huts have ramped access. Adaptations have been made to suit children with visual impairments, and there are facilities for physiotherapy and storage of mobility

equipment. There is a fully equipped disabled toilet with shower and hoist. In the main building, there is a lift from the main ground floor hall down to the foyer, office, medical room and staff areas.

We aim to identify and remove barriers to learning by increasing and promoting access to the curriculum, the physical environment and written information for children.

Section 13: Dealing with complaints

See policy on complaints procedure.

For comments, compliments or complaints see the class teacher in the first instance. If further support is required, a meeting with the class teacher and SENDCo will be arranged.

Links to support networks can be found at:

www.supportiveparents.org.uk

Section 14: Bullying

Henleaze Junior School strives to mitigate the risk of bullying of vulnerable learners in line with the school's Anti-Bullying Policy.

Section 15: Linked Policies/Documents

- Accessibility plan
- Anti-bullying policy
- Behaviour Policy
- Complaints policy
- Data Protection policy
- Equality Plan

Section 16: Reviewing the policy

The SEND policy is reviewed annually by the SENDCo, SEND Governor and sub-committee.