



ELMHURST JUNIOR SCHOOL

SEND Policy

(Reviewed Oct 2019 in consultation with staff, parents, pupils and governors)

Elmhurst Junior School has a named SENCO (Rachel Prime) who holds the Government SENCO qualification and a named Governor responsible for SEND (Diana Greenfield). Along with the Head teachers and Senior Leadership Team, they ensure that the Elmhurst's Special Educational Needs and Disabilities (SEND) policy works within the guidelines and inclusion policies of the SEND Code of Practice (2014), the Local Education Authority and other policies current within the school. Elmhurst School's Local Offer sits alongside Somerset's Core Standards for Children and Young People promoting an inclusive education.

SECTION 1: AIMS

Position Statement

At Elmhurst we aspire to excellence and choice for all our children, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation and want all our children to feel that they are a valued part of our school community. We have high expectations of all our children through appropriate curricular provision. We respect the fact that children have; different educational needs and aspirations, require different strategies for learning, acquire, assimilate and communicate information at different rates and therefore need a range of different teaching approaches and experiences.

Every teacher is a teacher of every child including those with Special Educational Needs or Disability (SEND).

We aim to ensure that:

- An environment exists that meets the special educational needs of every child.
- The special educational needs of children are identified, assessed and provided for at the earliest opportunity.
- All children have full access to a broad and balanced school curriculum.
- The views, wishes and feelings of children and their parents are given full consideration.
- Children and parents are fully involved in all decision making and that they are fully informed at all times.

- Children have the best possible outcomes and the most satisfactory transition into adulthood.
- All staff understand how the responsibilities for SEND are shared within the school.
- To keep informed and updated about developments in the areas of special educational needs, nationally, locally and within the school.
- To ensure that the SEND policy is linked to the School Development Plan and the budget setting process.

Objectives:

- Identify need as early as possible and provide a graduated response.
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs.
- View our special needs provision as an on-going, developing process.
- Provide appropriate in-class support, which enables all children to have access to the whole curriculum.
- Incorporate special educational needs procedures into curriculum planning.
- Develop an effective partnership between school, parents and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.
- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage.
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children with special educational needs work as a team to support the child's learning.
- Track and monitor provision and procedures, which have been put into place, to ensure that SEND children make the expected progress as they move through the school.

SECTION 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Definition: *“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

*For children aged two or more special educational provision is educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age.”*

(Taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. 2014)

The Code of Practice and Somerset’s Core Standards, refers to four broad categories of need, which give an overview of the range of needs that schools should provide for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyspraxia, or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties, specific literacy difficulties or dyscalculia.

Social, Emotional and Mental Health

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive or lack concentration. These behaviours will indicate an underlying area of difficulty.

Sensory and/or Physical Needs

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue. Children experiencing difficulties in any one or a combination of these areas may be entered on either the school’s Medical Register or SEND List or both.

These four broad areas provide an overview of the range of needs. The purpose of identification is to work out what action the school needs to take, rather than fitting a pupil into a category. At Elmhurst the needs of pupils are identified by considering the whole child as opposed to just the special educational needs.

SECTION 3: ADMISSIONS

In every instance, when a parent seeks a place for a child at Elmhurst School, the

Head Teacher ascertains whether or not the child is the subject of an Education, Health and Care Plan (parents are to record this information on the school's admission form) and informs the Local Authority that an approach for admission has been made.

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), together with details of any SEND including pupil profiles and the most recent information when a child is transferring from another school.

SECTION 4: EQUAL OPPORTUNITIES

The staff of Elmhurst School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

SECTION 5: PROCEDURES

A Graduated Approach to SEN Support

Universal: High quality teaching for all children.

High quality teaching, differentiated for individual children, is the first step in responding to children who may have SEN.

If a child, despite good quality teaching in class with differentiated support, struggles to make expected progress, a period of assessment by the class teacher with SENCO support should be undertaken. This will lead to:

SEN support: Additional targeted support

If after a period of monitoring progress continues to cause concern, then further assessments will be necessary. If these assessments lead the class teacher and SENCO to the conclusion that a more personalised intervention would benefit the child then, in consultation with the parents, his/her name will be put on the Special Educational Needs register and a Support Plan will be created.

High Needs

A FEW children will require support for complex and long-term difficulties.

EHCP

If a child is not making the expected progress despite receiving SEN Support, a statutory EHC assessment will be considered.

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

For more detailed information, visit Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support).

<http://www.somersetSEND.org.uk/ehc-plan/>

Within these three stages, a continuous cycle of **ASSESS, PLAN, DO, REVIEW** will take place.

Assess

On-going assessments will be carried out by the teacher, SENCO and if appropriate any outside agencies involved.

Some pupils may arrive in school already in receipt of a plan or EHCP, and these will be reviewed during the first term and the cycle will continue.

Plan

A child on the SEND register or in receipt of an Education Health Care Plan (EHCP) will have Support Plan and a One Page Profile. These documents will be completed jointly by the teacher and the child and will include information about the needs and provision that the child is receiving.

Parents will be involved in this process and will receive their own copies.

Do

The class teacher will provide interventions that are additional to or different from those provided as part of the usual curriculum and strategies. Some outcomes may be better addressed in small groups, pairs or 1-1.

Review

One Page Profiles and Support Plans are jointly reviewed at least three times a year. Impact of provision and progress against the outcomes will be considered and future action decided upon. Following the review, a new plan will be created and shared with the pupil and parents/carers. The child's progress will continue to be monitored.

Some pupils may benefit by being referred to the support services, for example; Occupational Therapist, Speech and Language Therapist, Physical Impairment and Medical Support Team (PIMS) or Educational Psychology Service who may work with school to help assess and plan provision for a child. The school greatly values

this support. The SENCO, in close liaison with parents and class teachers, refers and monitors the involvement of outside professionals.

SECTION 6: EXITING THE SEN REGISTER

If a pupil has made good progress against the outcomes, has narrowed his/her curriculum gap, or no longer requires support to be able to successfully access the demands of the classroom, he/she will be reviewed. A joint decision between staff and parents/carers will then be made as to whether the child should be removed from the SEN register.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

Parent/Carer Participation

The school believe that children do their best when staff and parents/carers work together and acknowledge that parents/carers have a wealth of information that will contribute to their child's overall progress.

The school actively encourages and recognises the rights of parents/carers in the following ways:

- Notification to parents, verbally, through the class teacher as soon as any SEND concerns are noted.
- Involvement of the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Inviting the parent/carer to discuss the termly Support Plan and One Page Profile review
- Encouraging the parent/carer to be actively involved in working with their child to achieve the outcomes set in their Support Plan.
- Arranging meetings with the SENCO to suggest approaches and techniques to use.
- Ensuring the parent/carer is aware of their rights to appeal regarding aspects of their child's SEN provision.
- Directing parents to suitable support networks including Somerset Parent Support Partnership- enquiries@somersetparentpartnership.org.uk

Pupil Participation

The school actively encourages the involvement of children in their education in the following ways;

- Involving the child in the implementation of the Support Plan and One Page Profile where they will be actively involved in the decision making regarding outcomes, provision and evaluation of progress
- Encouraging children to take an active role in their learning and progress against outcomes
- Inviting the child to attend all or part of review meetings where appropriate.

SECTION 8: SUPPORTING PUPILS AT SCHOOL 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 where this is the case the school will comply with its duties under the Equality Act 2010

Some may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please refer to the Medical Conditions Policy.

SECTION 9: MONITORING AND EVALUATION OF SEN

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The Special Educational Needs Coordinator (SENCO) designated governor and Senior Leadership Team discuss and review SEND issues regularly. The SENCO, Head Teacher or representative attends relevant courses and ensures that all staff are familiar with developments in SEND.

SECTION 10: TRAINING AND RESOURCES

All staff must notify the SENCO if they need further training in school procedures or support for children.

Training for both teaching and non-teaching staff is provided as necessary and the SENCO ensures that all staff are aware of training available within the Local Authority Continuing Professional Development Programme as well as from outside agencies. Governors also have access to SEN training.

SECTION 11: ROLES AND RESPONSIBILITIES

The Governing Body

- Appoint a SEND Governor to have oversight of the arrangements for SEND
- Know how many children/young people in the school/setting/college have SEND
- Know how much money the setting gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for children and young people with SEND
- Review and approve the SEND policy and other relevant policies
- Monitor the progress of children and young people with SEND and ensure that the provisions specified in statements of SEND and EHC plans are made
- Ensure that SEND provision is integrated into the schools improvement plan
- Publish on the setting's website the SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND

The Head Teachers

The Head Teachers are responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teachers keep the Governing Body informed of all developments with regard to SEND.

Special Educational Needs Coordinator (SENCO)

At Elmhurst the SENCO is responsible for:

- Contributing to the strategic development of SEND provision
- Overseeing the day to day operation (and periodic review) of the school's SEND policy
- Coordinating, tracking progress and evaluating the impact of the provision being made for pupils with SEND
- Ensuring the full inclusion of SEND pupils within in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Liaising with and advising other teachers the effective deployment and performance management of learning support staff
- Maintaining detailed records of the provision made for children and young people with SEND
- Liaising with parents and carers
- Contributing to the professional development of staff
- Liaising with external agencies; which can include involvement of specialists at any point to advise on early identification of SEN and effective support and interventions, and should include such involvement where progress is less/continues to be less than expected despite evidence-based SEN support delivered by appropriately trained staff
- Reporting on how the SEN budget is spent
- Reporting on the progress of children and young people with SEND
- Liaising with infant and secondary schools regarding transitions
- Collaborating with curriculum co-ordinators so that the learning for all children is given equal priority
- Ensuring children have up to date Support Plans

Teachers

- Set goals that stretch and challenge children and young people of all backgrounds, abilities and dispositions
- Be accountable for children and young people's attainment, progress and outcomes
- Be aware of children and young people's capabilities and their prior knowledge, and plan teaching to build on these
- Adapt teaching to respond to the strengths and needs of ALL children and young people in their care
- Know when and how to differentiate appropriately, using approaches which enable children and young people to be taught effectively
- Have a secure understanding of how a range of factors can inhibit children and young people's ability to learn and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support children and young people's education at different stages of development
- Have a clear understanding of the needs of ALL children and young people in their care, including those with SEND; those of high ability; those with English as an additional language; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Manage classes effectively, using approaches which are appropriate to children and young people's needs in order to involve and motivate them
- Raise concerns about a child if they are not making adequate progress, and have accessed good quality personalised teaching, to the child, parents and SENCO.
- Work with the SENCO to decide the action required to assist the pupil to make progress, using the cycle, assess-plan-do-review every term.
- Develop and review Support Plans and One Page Profiles for pupils who are put on the Special Educational Needs Support Register
- Work alongside support services, following advice and programme suggestions to support pupils on SEND Support or with Education Health Care Plans (EHCP)
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEND policy
- Keep parents informed of pupil progress
- Work with the SENCO to identify their own training needs around SEND

Teaching Assistants:

- Liaise with teachers and SENCO as appropriate to ensure they fully aware of individual needs so that pupils can be supported appropriately and effectively
- Support children to achieve their outcomes
- In conjunction with the class teacher, Implement interventions, monitor the impact and review provision
- Work with groups and individuals to facilitate confidence and independent learning

- Attend review meetings where necessary

SECTION 12: REVIEWING THE POLICY

The quality and provision we offer all pupils is monitored by the senior management team through 'in class' observations, sampling of views of parents and pupils, observations of all staff and thorough monitoring of pupil progress through termly pupil progress meetings.

This document is subject to annual review as part of the cycle of whole school self-evaluation.

All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by Head Teacher and Senior Leadership Team (SLT)
- Collation of children's and parent's/carer's comments following review meetings.

Section 13: DEALING WITH COMPLAINTS

The school's complaints procedure can be found on the school website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

SECTION 14: APPENDICES

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice 0-25 September 2014
- Equality Act 2010: advice for schools DfE Feb 2013
- LA Policy and Guidelines
- Schools SEN information Report (2019)
- Supporting pupils at school with medical conditions (2019)
- The National Curriculum in England KS1 Framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The Full Governing Body reviewed this SEND policy during the Autumn Term 2019.

Signed *claire Ast*

(Chair of Governors)

