



Special Educational Needs and Disability Policy

November 2017

Approved by GB: November 2017

Next review due: October 2018

Information and Compliance

This updated version of the Special Educational Needs and Disability Policy (SEND) has been written to comply with the revised national SEND Code of Practice 0-25 (July 2015). It also references and reflects the Equality Act of 2010 and the Teachers Standards 2012.

The Assistant Headteacher Anthony Evans, who is the current Special Educational Needs Coordinator, has written this policy. He has completed the National SENCO Award in 2016/2017 and is a member of the school senior leadership team.

The policy has been agreed by staff and governors and has input from parents and teachers. A core group of teachers from across the school analysed the policy in September 2017 and gave their views.

Contact Details:

Telephone: 020 8504 4650

Email: admin@churchfields-jun@redbridge.gov.uk
(Please put **SENCO** in the header of the email)

What is a SENCO?

A Special educational Needs Coordinator. This is a qualified and experienced teacher who manages the identification and provision for children with Special Educational Needs and Disabilities.

SEND at Churchfields Junior School.

At Churchfields Junior School, we offer an inclusive learning environment and culture to help all of our pupils make the best possible progress, whatever their needs or abilities. Our guiding principle is one of inclusion and we aim to provide high quality (quality first) teaching for all our pupils. This includes appropriate differentiation in lessons and identification of any barriers to learning that may hinder progress. Inclusion does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

In managing the identification, planning and supporting and teaching of children with SEND, we follow the Governments revised Code of Practice (April 2015) and follow the principles outlined below:

- We value all children in our school equally
- All teachers are teachers of children with Special Educational Needs and Disability
- Teaching and approaches which are deemed good or outstanding for children with SEND is good for all children.
- All children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities
- Pupils with SEND have a unique perspective on their needs and should be central to all decision making processes concerning their support.
- Parents bring insights and context to our understanding of children with SEND. We seek to work in partnership with home in order to ensure a child is happy at school and because strong home school links can facilitate greater progress and success for the child.

Our Objectives for Children with SEND at Churchfields Juniors.

With these principles and the Code of Practice in mind the school is working to achieve these broad objectives:

1. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
2. To provide support and advice for all staff working with special educational needs pupils.
3. To identify and provide for pupils who have special educational needs and/or a disability.
4. To Ensure that children with SEND can access a broad, balanced and differentiated curriculum
5. To ensure that children with SEND are not held back by their learning difficulties or disabilities
6. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
7. To reduce barriers to progress by providing high quality teaching across the school.

Defining & Identification of Special Educational Needs

What constitutes Special Educational Needs

The National Code of Practice defines special educational needs as:

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 or mainstream post-16 institutions.

Code of Practice 2015 p285

This definition means that children at Churchfields Junior School are considered to have Special Educational Needs if they have a disability or learning difficulty which significantly impacts on their learning in comparison to other children in a national context.

Four Broad Areas of Special Educational Needs

There are four nationally recognised areas of special educational needs, these help to plan for a child, but should not be used to label or pigeonhole children.

Cognition and Learning

Communication and Learning

Social, Emotional and Mental Health Needs

Sensory and/or Physical Needs

What does not constitute Special Educational Needs

Children are not regarded as having a learning difficulty solely because their home language is different from English.

Challenging behaviour is no longer seen as a recognised need, though it may point to an underlying social, emotional or mental health issue. It is important to identify why a child may be presenting with such behaviours.

As a high achieving and attaining school, there will be children who may not be achieving at the same level as their peers. This would not be deemed as warranting admission to the special needs register, unless there is a continued stagnation in attainment levels across Literacy and Numeracy over time. Attainment and progress also need to be considered against national expectations, rather than against high achieving peers.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Code of Practice 2015

The kinds of Special Educational Needs (SEND) for which provision is made at the school

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the local authority admissions policy. For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- i) it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- ii) the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the Headteacher a copy of the EHCP and then consider their comments carefully before a final decision on placement is made. Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

Identifying children with Special Educational Needs

Pupils at our school experience good to outstanding teaching which is differentiated to account for the breadth of needs within each class. However there may be some children who do not respond to such teaching and if this continues over time, then they may warrant being placed on the register for Special Educational Needs.

6:37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Code of Practice 2015

The process of identification of Educational Needs

The process below is based on the Assess, Plan Do Review Cycle from the SEND Code of Practice 2015 p86.

If a teacher has concerns about a child, they should begin by discussing this with the SENCO. This meeting should be recorded with formal minutes. The child will then be recorded as being monitored on the school tracker system.

The teacher will be issued with an SEND identification form, with the expectation that this should be completed over a half term. The teacher and the SENCO will meet again at an agreed date in six weeks' time to look at the evidence collated and the effects of differentiation set in place by the class teacher.

At this review meeting a decision will be made as to whether to place a child on the special need register or to continue with quality first teaching.

If a child is deemed as needing to be placed on the SEND register, then parents will be informed at a planning meeting with parents and the SENCO.

Evidence looked at in identifying special needs

- Termly assessments in Literacy and Numeracy
- Work books
- Classroom observations/ photographs with commentary
- Checklists
- Specific assessments of spelling/ key words/ multiplication tables/ number bonds
- Views from parents or carers.
- Data from behaviour tracker

What should a parent do if it thinks their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is Anthony Evans and whose contact details are admin@churchfieldsjunior.com

- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- We value the opportunity to work closely with parents whose views and aspirations for their child will be central to the assessment and provision that is provided by the school.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, the SENCo, external verifiers,
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. pupil and parent feedback on the quality and effectiveness of interventions provided,
6. Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. All pupils have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves. Additional action to increase the rate of progress will be then identified and recorded this will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow an 'assess, plan, do and review' model, which is exemplified in the SEND Code of Practice 2015.

How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil-centred profiles. These are completed with the pupils themselves and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. Each term, information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs. Where possible, children also attend termly reviews to talk about their achievements and areas of concern to them.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENCo or senior leadership team member,
- during parents evenings,
- meetings with support and external agencies.

How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be recorded and shared with parents.

Children listed as having SEND

School Support

School Support is the term given to children who are on the school SEND register, who are not in receipt of a statement (now called an EHC Plan).

These children are set termly targets by the class teacher in collaboration with the SENCO. These SMART targets are collectively known as an individual plan. This plan sets out educational outcomes and ways of achieving these in the time available. Teachers plan for the teaching of these targets each term and include differentiation within their planning. Children's progress against these targets is monitored by the SENCO and evidenced by the class teacher at the termly review.

At each termly review a teacher will lead a visual presentation of the Independent Education Plan. The views of the pupils, parents, SENCO and class teacher will help to design new targets for the next term. At each review class teachers will present photographic and/or video evidence of progress towards the last set of targets. As of 2017, class teachers are responsible for arranging review meetings and completing IEP documents for children at SEND Support. The SENCo will monitor and quality assure these meetings and documents.

Exiting the SEND Register

At review meetings the progress and attainment of children will be discussed and evaluated. If a child has made progress and attained to a point where they are in line with national expectations, then it could be appropriate to remove them from the SEND register. This needs to be recorded as “closed” on the school tracking system and their progress will need to be monitored, but termly reviews and an IEP will no longer be necessary. Once a child has exited the SEND register they are marked as “monitoring” and class teachers should be made aware when transitioning to the next class.

Involvement of Outside Agencies

Children at School Support may benefit from the input of an educational psychologist or a representative from one of the advisory services, such as Hatton or Newbridge School. Such advice can provide valuable insights and advice to teachers and parents. Referral for input will be given upon the completion of a form which lists what has been done to help the child to date and a clear identification of needs.

Education, Health and Social Care Plans

Some children have needs that demand a more specialist and quantified package of care and support. These children will be in receipt of a statement of educational needs from the Local Authority. Statements are gradually being replaced by Education, Health and Social Care plans or EHCS. Statements or EHCs outline the needs and provision (including hours of learning support assistant time) a child has in place and are reviewed annually. These plans are written in collaboration with relevant professional from health and social services and the views of parents and children are included and used to decide outcomes of the plan.

Requesting and Education, Health and Social Care Plans

The SENCO will request an EHC be drawn up for a child if a child displays needs which cannot be met at the School Support stage. This request will be made in consultation with parents, children and the class teacher. Completion of a referral will need to be accompanied by evidence of needs and areas of concern from adults who have worked with the child.

Roles and Responsibilities

The School staff provision for children with Special Educational Needs is a whole school issue. The class teacher is responsible for each child’s learning and fully understanding each child’s needs.

6.36 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.

Code of Practice 2015

All teachers are equipped to teach children with SEND and they should endeavour to adapt the curriculum to meet all of their children’s needs. Class teachers work with support staff to ensure individual needs are met. Class teachers directly work with SEN pupils at some time during each day and lessons are tailored for independent activities when teachers are not working 1:1 with a child. Learning Support Assistants work with small groups or individuals who have an Individual Educational Plan as planned for and guided by the class teacher. Lessons are tailored

All staff are involved in the development of the school’s SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

The SENCO/ Assistant Headteacher is responsible for the daily operation of the SEND policy and responsibilities include:

- Termly reporting to the Full Governing Body and consultation with the SEND link governor

- Annual review of the policy
- Monitoring provision
- Development of INSET and training
- Analysing data and other evidence
- Leading a team of Learning Support Assistants
- Liaising with children and parents of pupils with Special Educational Needs
- Liaising with Infant/Secondary school Inclusion Leaders, Educational Psychologists, Outreach Teachers, Speech and Language Therapists and other health services
- Meeting regularly with Inclusion Leaders from other schools, to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

What training do staff supporting children and young people with SEND undertake?

In the last two years, member of school staff have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with special needs
- How to support pupils with social, emotional and behaviour issues
- How to support pupils a range of pupils through differentiation
- Weekly awareness raising sessions on the pupils across the school
- Attendance at the termly SENCo Forum
- The SENCO holds qualified teacher status and is pursuing Nationally Accredited Award for Special Educational Needs Coordination.
- The school has regular visits from an LA Educational Psychologist, SEND specialist teachers (from New Rush Hall, Hatton and Newbridge Schools) who provide advice to staff and support the success and progress of individual pupils.
- The school receives visits from the Speech and Language Therapist who provides advices on assessing and planning for targeted children. Programmes planned by the therapist are then delivered by a Learning Support Assistant.

Transition

The SENCO will work in partnership with colleagues in feeder schools to ensure a smooth transition takes place for SEND children. This means that joint reviews will take place involving both SENCOs. Visits to and from both schools will also be planned along with liaison between both schools once the child has moved in or moved on.

Complaints

The school's complaints procedures are set out in a separate policy. Under the SEN and Disability Act 2001, parents may request independent disagreement resolution from the LA and/or the Independent Mediation Service.

Review

This policy is reviewed by staff and governors every year. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.