

Freegrounds Junior School

Special Educational Needs and Disabilities

Policy 2017



Date of last review: September 2017

Date approved by the Governing Body: September 2017

Date of next review: September 2019

Committee responsible for implementation and review: Policies Committee

1. COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.66 and is written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND 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 2013
- Accessibility Plan
- Teachers Standards 2012
- This policy has been created in line with DfE and Hampshire County Council guidelines by the school's SENDCo in discussion with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND. Also any feedback received will be taken into consideration when reviewing this policy. - refer to co-producing policy in the spirit of current reform.

2. Introduction

- Freegrounds Junior School is a mainstream setting for children of junior school age: 7 – 11 Years of age.
- The special educational needs coordinator (SENDCo) is Mrs Sarah Robinson who is fully accredited with the SEND NASENCO qualification.
- The SENDCo can be contacted via the school phone number or school email address:
Freegrounds Junior School
Hobb Lane
Hedge End
Southampton
SO30 0GG
admin@freegrounds-jun.hants.sch.uk
Phone 01489 782295
Fax 01489 790282
- The SEND/Inclusion Governor is Mrs Debra Batchelor.

3. School Policy Statement

The Equality Act 2010 which provides a single, consolidated source of discrimination law.

The Equality Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

At Freegrounds Junior school we will make reasonable adjustments to recruitment practices; to policies and procedures and to the building to ensure that there is no discrimination. We will also provide auxiliary aids e.g. information in different formats if the communication need of the parent/carer or the child requires this. The school is fully committed to the Equality Act 2010 and will make all reasonable arrangements to provide inclusive education and services for all those involved at Freegrounds as outlined in the school's inclusion policy and the school Accessibility Plan.

In order to fully meet all the individual needs, the development and reaching of potential of pupils will be fundamental to the organisation of SEND provision.

At Freegrounds, in line with the Special Educational Needs and Disability Code of Practice 0-25 (2014), we believe that:

- **Every teacher is a teacher of every child or young person including those with SEND**

These are the underlying principles designed to support:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

Section 1.24 of the *Code of Practice* clearly states 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. *Some children and young people need educational provision that is additional to or different from this.* This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use *their best endeavours* to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

4. How we identify Special Educational Need and Disability (SEND)

Procedures for identification, assessment and provision for pupils with SEND

We recognise that early identification on entry to the school is a priority if we are to meet the individual needs of children with SEND. The purpose of identification is to work out what action the school needs to take in order to meet the needs of the child; in practice, children may have needs that involve more than one area. At Freegrounds we identify the needs of pupils by considering the needs of the whole child which does not just include the special needs of the child or young person. To aid the identification process we use a range of screening methods.

Identification is through:

- school records related to National Curriculum age expected progress
- previous school records and pupil profiles

- parental information
- reference to Hampshire County Council's SEND criteria
- teacher assessment and observation
- medical records
- screening procedures-standardised/norm and criterion referenced tests in reading, spelling and maths (where applicable):
 - NFER Nelson Group Reading Test 6-14
 - Vernon Graded Spelling Test (3rd Edition)
 - Basic Number Screening Test
 - Sandwell Numeracy Test
 - Salford Reading and Comprehension Assessment
 - Yearly QCA Assessment Tests in Literacy and Numeracy.

The Dyslexia Screening Test, Quest and British Picture Vocabulary Scale tests are available for screening purposes.

A child has special educational needs if he or she has a learning difficulty that calls for special education provision to be made for them.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local authority.
- A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Education provision means:

- For a child over two-**education provision which is additional to, or otherwise different from**, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.

We recognise in addition to the above that children's special educational needs may be of a long or short-term nature and will change over time, therefore consequently are subject to a continual process of monitoring and review through the schools assessment cycle.

We assess pupils in accordance with the 4 broad areas of need identified in the Code of Practice 2014

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental health
- Sensory and/or Physical needs

There may be issues that impact, if not addressed, on progress and attainment but are not SEND such as;

- 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
- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings provided for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

5. Our graduated approach to SEND?

The Code of Practice suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the interventions, adjustments and good quality personalised teaching (pg 88 section 6.37 onwards in the Code of Practice).

Teachers are responsible and accountable for the progress and development of the pupils in their class, including when pupils access support from teaching assistants or specialist staff.

Steps of the Graduated Approach



Decisions are made to place children on the SEND register using the Assess-Plan-Do-Review cycle. This four-part cycle allows earlier decisions and actions to be revisited, refined and revised with a growing understanding of the pupil's needs.

This is known as the Graduated response.

All assessment results are analysed by the SENDCO, teaching and support staff. Any pupil whose results show concerns are identified and their progress monitored. These pupils are identified on the Class Action Plan (CAP) and provision is made for them through differentiation, adult support and 'Close The Gap' (CTG) catch-up groups.

Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Section 1.24, CoP, 2014)

If the pupil does not respond to the intervention and support and if after further assessment there is still cause for concern and their needs fit the Hampshire SEND criteria the pupil is placed on the SEND Register as SEND support and will have a personalised learning plan or SEND support plan.

If there are still concerns over progress and attainment, then outside agency involvement will be sought. It is the responsibility of the class teacher to carry out the support and intervention set down in the SEND support plan. They will for the most part, be carried out by the school, in the classroom, using additional adult support and resources.

If the strategies employed at this level do not result in an improvement in the child's learning, then further funding support may be may be requested through either a SENSA or statutory assessment process..

6. Request for a Statutory Assessment

SENSA: SEND Support Agreement

The SEND Support Agreement is a plan and record of the school's efforts to identify, assess, plan for, deliver to and review the special educational needs of children at SEND support stage of the Code of Practice. The SENSA will be managed by the SENDCo in school and allows schools to apply for an additional £6,000 of funding to support a child in school.

Where a child has demonstrated significant cause for concern over time and there is robust evidence of extended support from both internal and external provision, a request for a statutory assessment can be sought from the Local Educational Authority (LEA). A statutory assessment is otherwise known as an Educational Health and Care Plan (EHCP).

A child will be brought to the LEAs attention as possibly requiring an assessment through a request by: the school, a parent or another agency.

A weight of evidence gathered through the SEND Support procedures will be submitted to assist the LEA to determine whether a statutory assessment is the appropriate next step.

During this assessment period, support for the child will continue in school following strategies and approaches as recommended from the multi-agency specialists.

Education, Health and Care Plan – EHCP

Once all the advice requested for the statutory assessment has been received, the LEA will decide whether to draw up an EHC plan.

If an EHCP is granted and depending on the nature of the special needs, it may generate funding for extra adult support.

The SEND Governor and Chair of Finance will ensure when setting the budget that EHCP funding is used for the named child.

The special educational needs prescribed in the EHCP will be addressed and met.

All children with EHCP will have short-term targets set out in their SEND Support Plan.

Annual Review

Annual Reviews will take place in accordance with the SEND Code of Practice. All those individuals involved with the child's development will be invited to the review. In the case of the child transferring to Secondary School, the SENDCO from the receiving school will be invited.

Wherever possible, children will be actively involved in the review process.

The parent is welcome to discuss the Annual Review procedure with the SENDCO before the actual review date in order to reassure and give advice.

Each Annual Review will generate target-setting and be exemplified in the SEND support plan.

A programme of transition will be planned between present school and receiving school if appropriate.

Any changes in the level of the child's needs, will trigger a review meeting at the earliest opportunity.

7. Managing the needs of pupils on the SEND register

- We are committed to the policy of home-school partnership and acknowledge that the value of parent's views and wishes are of paramount importance.
- SEND support plans will be shared with parents and pupils on a termly basis. On the first meeting they are asked to sign and outline their involvement and support.
- Parents are invited to parent-teacher consultation meetings for further discussion
- Parents / carers are invited to attend EHCP plan reviews.
- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum age appropriate expectations and reading and spelling ages.
- Children who are not making expected progress are picked up through Pupil Progress meetings between the Class teacher and Senior Leaders. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's SEND support plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Appointments can be made via the School Office to speak in more detail to the Class Teacher or SENDCO at a mutually convenient time.

8. Criteria for exiting the SEND register

Once a child has made good or accelerated progress according to the assessment mechanisms mentioned on previous sections. Children whose identified needs are no longer cause for concern are removed from the SEND register

There will be a judgement made by the class teacher and SENDCo as to whether the child will have continuing needs that will need extra support, this may not necessarily be academic.

Parents will be involved in the consultation and informed of their child's development.

9. Supporting pupils and their families

If you have any concerns in regards to your child:

- Talk to us – firstly contact your child's class teacher, then the SENDCo, lastly contacting the Headteacher
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.
- We are committed to the policy of home-school partnership and acknowledge that the value of parent's views and wishes are of paramount importance.
- We recognise that parents know their children better than anyone else and therefore information, which they can supply to the school concerning their child's difficulties, is invaluable and sought after during liaison meetings.
- Where a concern is initiated by a parent, we will discuss this with them at the earliest possible opportunity
- SEND support plans will be shared with parents and pupils on a termly basis. On the first meeting they are asked to sign and outline their involvement and support.
- Parents are invited to parent-teacher consultation meetings for further discussion
- Educational Psychologist Consultation forms are shared with parents and they are invited to record their views on the form. Likewise, parents are invited to the Annual Reviews and may contribute in writing.

10. Supporting pupils with medical conditions

The Code of Practice (2014) section 6.11 states 'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Freegrounds Junior School has regard to statutory guidance '*Supporting pupils at school with medical conditions*' – this is fully documented in the Medical policy.

The Designated staff are Debs Batchelor and Ali Carpenter

11. Monitoring and Evaluation of SEND

Intervention programmes

Intervention programmes are selected in accordance with the needs of the particular child and following advice from external agencies involved. These will last between two to ten weeks, depending on the programme and the skill being taught but will generally last half a term. Assessments are completed at the beginning and the end of the programme in order to track progress. The assessments used may be as follows (as appropriate for each child):

- Teacher Assessment records
- Salford Reading Age Test
- Single Word Spelling Age Test
- Sandwell Early Numeracy Test
- Specific Programme assessments e.g. Rapid, Numicon
- Precision Teaching Probe sheets

Over the course of the programme we expect pupils to make at least double ratio gains. For example, if the programme lasts for two months the pupil should make at least four months progress. Programmes will be changed at any point if it is not meeting the needs of the pupil.

The programmes that are used at Freegrounds cover a range of different areas and In-house or external training is provided for all teachers / LSAs delivering programmes to pupils. Our current intervention programmes are:

Area	Programme
Literacy	Rapid Reading
	Rapid Writing
	Reading Recovery
	Precision Teaching
	Reading Comprehension Skills (AF2/AF3)
	Acceleread, Acelewrite
	Paired Reading
	Phonographix
Numeracy	Letters and Sounds - Phonics
	Rapid Maths
	Supporting Pupils with gaps in mathematical knowledge
	Numicon
	1 st class@number
	Maths Trackers
Social / Emotional / Behavioural	Precision Teaching
	Counselling
	Social skills groups
Physical	Emotional support sessions
	Core
	Hand gym
	Occupational Therapy programmes

12. Deployment and training of Learning Support Assistants (LSAs)

All LSAs will support the work of all pupils within Literacy and Numeracy lessons and are allocated to a particular Year group(s) for this purpose. They will work with individuals and groups of pupils as detailed by SEND support plans, Class Action Plans (CAPs) and as directed by the teacher during Literacy and Numeracy lessons. Teachers will provide copies of literacy and numeracy planning to LSAs in advance of lessons. LSAs will also be given the group work sheet detailing the focus pupils for the lesson / sequence of lessons and be expected to provide feedback to the teacher on the progress of these pupils.

LSAs will receive weekly planning release time and, where possible, this will be at the same time as their Year Group has their PPA time.

LSA's also receive weekly release time to attend a meeting with the SENDCo who will share relevant information and deliver training as required. This allocated time can also be used to discuss future events, visits from external agencies, disseminate information, request information, share best-practice and any other business. Minutes for all meetings will be shared with teachers to ensure open lines of communication.

All new LSAs will undertake the County LSA induction course unless they have previous LSA experience. They will be expected to attend all school INSET days (pro-rata). Other training, in-house and external, will be provided depending on the outcomes of whole school self-evaluation, in accordance with the Single Plan and as a result of Performance Management.

SEND Support Plans

All pupils identified on the Special Needs Register will have a SEND support plan. This plan will be written by class teachers in consultation with the SENDCO, LSAs, external agencies, parents and pupils. It will be reviewed every half term and new targets set or adapted. Pupils will usually have between two and five targets and these targets will be the same as the targets in their home-school diary. All targets will be discussed with pupils. Class teachers will meet with parents to discuss these plans every half term.

SEND support plans are held digitally on the school server. They will contain the following information:

Pupil Details (Name / Class / DOB / Code of Practice stage / Prior Attainment data
Current needs / objectives / barriers to learning
Strategies for High Quality Inclusive Teaching
External Agency Involvement
Medical Needs (as appropriate)
Intervention tracking
Signatures

SMART targets
Interventions / Support / Resources / Strategies to support
Baseline data / information
Outcome data / information
Progress
Achievement
Review Date
Review comments

A copy of the SEND support plan targets will be sent home to parents and parents will be invited to discuss these with the class teacher and /or the SENDCO Termly.

13. Monitoring & Evaluation Criteria for the Successful Implementation of the SEND Policy

- Children who have made satisfactory or better progress and therefore whose identified needs are no longer cause for concern and as a result are removed from the SEND register
- Records are maintained – SEND register is accurate, parents are informed and consulted about their children's needs and there are half Termly reviews of SEND support plans.
- The SEND budget should be spent in full and targeted towards the range of children on the register.
- Staff have received appropriate training as outlined in the school Single Plan and their performance management to enable them to give appropriate support to pupils in their care.
- The SEND Governor(s) have met regularly with the SENDCO and progress in SEND is reported and challenged at Governing Body meetings.
- Ofsted have graded SEND provision as 'Good' or 'Outstanding'.
- Pupils on the SEND register have made similar progress to other pupils.
- Any funding devolved through the 'Pupil Premium' for which SEND pupils qualify has been spent upon these pupils and impact upon progress assessed and reported to the Full Governing Body.

14. Transition Arrangements

We have a transition programme for children coming from Key Stage 1 Schools to Freegrounds Junior School. Pupils requiring additional transition arrangements are given further support to meet their needs to ensure the pupils are happily established in the Junior School. Children transferring from Freegrounds Junior School to secondary school follow the transitional programme offered by the feeder Secondary Schools. Some pupils, for whom it is deemed necessary, will receive additional support to

meet their transitional needs.

Those pupils who require a more detailed structured transition will have access to an Inclusion Partnership Agreement (IPA); this is a process that involves parents, pupil, new school and any other involved agencies. This process sets an action plan that clearly defines roles and responsibilities.

15. Exam access arrangements

Pupils in Year 6 are expected to take part in the SATs tests. There are a number of approaches to support children during these. The children will be closely monitored by the class teacher and the support needed will be provided 'in-house'.

Children with SEND may need arrangements to access tests and assessments. We will check with guidelines and provide arrangements such as more frequent breaks, a quiet room, a scribe, a reader etc as required.

16. Training and Resources

The Headteacher, SENDCo and the governing body will regularly assess the SEND training needs of the staff. This will be carried out through Performance Management cycles, advice on current best practice from external agencies, whole school self-evaluation and actions relating to the Single Plan. This will be met through whole school INSET or individual training courses.

On occasion it may be necessary to provide specialist training should an individual child have highly specific needs.

SEND is funded mainly from the notional SEND budget. However some children with more significant needs receive additional funding and may have a SENSAs or EHCP.

SEND support is primarily delivered by class teachers through differentiated teaching methods within the classroom environment. Additional support is provided by Learning Support Assistants (LSAs) throughout the school delivering intervention programmes. The support timetable is reviewed as necessary by the SENDCo in line with current pupil needs, educational initiatives and the budget. Some additional support is funded through individual allocations from the Local Education Authority.

The SEND budget for children not eligible for EHCP is used:

- To provide resources to support SEND plan targeted programmes
- To seek advice from external agencies to inform and support the SENDCO in managing provision for children with special educational needs
- To provide learning support assistance in class and for Close The Gap catch-up groups
- To provide 1:1 or group withdrawal for children according to individual needs identified on SEND support plans.
- To provide the school with SENDCo release time

17. Roles and Responsibilities

- Role of SEND Teaching Assistants – Sarah Robinson – Line Manager
- Name of Designated Teacher with specific Safeguarding responsibility – Tamsin Hindley
- Name member of staff responsible for managing PPG/LAC funding – Aimee Matthews
- Name of member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils – Debs Batchelor/Ali Carpenter

The SEND Co-ordinator is responsible for:

- the day to day operation of the schools SEND policy
- advising on the graduated approach to SEND support
- co-ordinating provision for children with special education needs by liaising with teaching staff and

- learning support assistants.
- maintaining the schools SEND register and overseeing the records on all pupils with special educational needs
- supporting class teachers in the liaison with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies
- maintaining a smooth transition of pupils from Key stage 1 to Key stage 2 and Key stage 2 to Key stage 3.
- working with other SENDCOs within a support group.

For additional information on the SEND Co-ordinators responsibilities see SENDCO Job Description. / Role Profile.

Governors are responsible for:

- ensuring that the necessary provision is made for any pupil who has special educational needs
- ensuring that, where the 'responsible person', the head teacher or the appropriate governor, has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him/her
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- ensuring that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs. This should be so far as is reasonably practical and compatible with the child receiving the special educational provision his/her learning needs call for, the efficient education of the pupils with whom he/she is educated and the efficient use of resources.

The Governing Body must:

- report annually to parents on the implementation of the school's policy for pupils with special educational needs
- have regard to the SEND Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

The SEND Governor will:

- meet on a half termly basis with the SENDCO to discuss the implementation of the schools SEND Policy
- visit the school regularly in order that they are aware of the structure of SEND provision, the work of class teachers in support of children with special educational needs and the external agencies who advise and support the school in meeting individual needs
- meet termly with the governing body and curriculum sub-committees to report on school provision and governor involvement within SEND.

Deployment and training of LSAs

All LSAs will support the work of all pupils within Literacy and Numeracy lessons and are allocated to a particular Year group(s) for this purpose. They will work with individuals and groups of pupils as detailed by SEND support plans, Class Action Plans (CAPs) and as directed by the teacher during Literacy and Numeracy lessons. Teachers will provide copies of literacy and numeracy planning to LSAs in advance of lessons. LSAs will also be given the group work sheet detailing the focus pupils for the lesson / sequence of lessons and be expected to provide feedback to the teacher on the progress of these pupils.

18. Storing and Managing Information

Sections 6.72-6.78 of the Code of Practice (2014) contain detail concerning the use of data and recording keeping.

- Freegrounds Junior School's approach to record keeping [is] in line with the requirements of the Data Protection Act 1998.
- The provision made for pupils with SEND is recorded accurately and kept up to date.
- These records will be available to OFSTED as part of any inspection.
- A focus is on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. (Section 6.72)

Freegrounds Junior will use information systems to monitor the progress and development of all pupils. Details of SEND, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach. (Section 6.74)

The school should readily share this information with parents. It should be provided in a format that is accessible. (Section 6.75)

19. Reviewing our SEND policy

The SENDCO, Headteacher, SEND Governors and the Governing Body will review this policy annually.

20. Accessibility

There are no SEND units at Freegrounds Junior School. In order to cater for disabled people the school operates in accordance with The Equality Act 2010 and the Disability Equality Duty. There is a disabled toilet plus shower. A ramp has also been built at the front door to improve access. The main pathways in and around the school have been laid to tarmac and benches placed at strategically to ensure that only the main pathways are used as access into school. The school is fitted with a hoist for lifting pupils.

21. Complaints Procedure

Any complaint relating to SEND provision should follow the course outlined in the school complaints procedure. If the matter cannot be resolved through discussion with the class teacher, SENDCO and Headteacher it should be referred to the Governing Body and ultimately the Local Authority.

Policy Dated September 2017

Review Date September 2018