



Freegrounds Junior School SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY 2020 - 2023



Date of last review: October 2020

Date of next review: October 2021

Date approved: October 2020

Approved by: Full governing Body

Signed:

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 February 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 SENCO in discussion with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND.

INTRODUCTION AND CONTEXT

Freegrounds Junior School is a mainstream setting for children of junior school age (7 – 11 years). The Special Educational Needs and Disabilities coordinator (SENCO) is Sarah Robinson who is fully accredited with the SEND NASENCO qualification. The Special Educational Needs and Disability Governor is Mel Williams

The contact details for the SENDCo and the SEND Governor are:

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SCHOOL POLICY STATEMENT

We will endeavour to offer equal opportunity of access for all children regardless of gender, race, religion, disability and ability.

All children should be valued equally and have the right to learn, achieve and participate fully in education regardless of their abilities, race, gender and behaviour.

All children are entitled to have access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles, recognising personal strengths and needs.

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. 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.

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

OUR AIMS

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

OUR OBJECTIVES

- To identify children with SEND as early as possible to enable appropriate provision to be put in place to ensure full access to the curriculum is possible
- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice 2014
- To operate a high quality inclusive teaching approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with children with SEND

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.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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. The identification of Special Educational Needs should be built into the overall approach to monitoring the progress and development of all children.

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.

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 intervention/adjustments and high quality personalised teaching (CoP 2014 6.36 onwards).

DEFINITIONS

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.

We know a child needs extra help through:

- Looking at records and profiles from previous schools
- Our own tracking of each child's progress
- Talking to parents about their concerns
- Reference to Hampshire's criteria for SEND
- Teacher assessment and observations
- Medical records
- Whole school screening procedures such as the Dyslexia Screening Test (DST), Speech Link, Salford Reading Assessment, Sandwell Numeracy Test, British Picture Vocabulary Scale (BPVS)

Special Education provision means:

For a child over two years, 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 affect, 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)

OUR APPROACH TO TEACHING CHILDREN WITH SEND

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. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual children.

Current interventions used at Freegrounds Junior School include the following:

Area	Programme
Literacy	Rapid Reading
	Rapid Writing
	NESSY Reading & Spelling Programme
	Reading Rocketeers
	Precision Teaching
	Paired Reading
	Cued Spelling
	Phonographix Letters and Sounds - Phonics
Numeracy	Rapid Maths
	Supporting Pupils with gaps in mathematical knowledge (5 Minute Box)
	Numicon
	1 st class@number
	Precision Teaching
Social / Emotional / Mental Health	ELSA / FEIPS
	Social skills groups (Talkabout)
	Friendship Skills Programme
	Lego Therapy
	Therapeutic Story writing
Physical	Write from the Start Programme
	Hand gym / strength Support
	Occupational Therapy programmes
Speech & Language	Language Link Programme
	Speech Therapy Programme
	Narrative Therapy

The aim of formally identifying a child with Special Educational Needs and Disability is to help the school ensure that effective provision is put in place and so remove barriers to learning.

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.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are most effective in supporting the child to achieve good progress and outcomes.

All assessment results are analysed by the SENCO, teaching and support staff. Any children who are falling significantly outside of the range of expected academic achievement or whose results show concerns are identified and their progress monitored closely. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Section 1.24, CoP, 2014).

The SENCO will be consulted as required for support and advice and will observe the child in class.

Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Any concerns will be discussed with parents informally, during parents' evenings or other meetings as necessary.

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 a statutory assessment process.

REFERRAL FOR AN EDUCATION, HEALTH & CARE PLAN (EHCP)

An Education, Health and Care Plan is a statutory assessment carried out by the SEND team at the Local Education Authority (LEA). An EHC assessment is usually requested by the school but can be requested by a parent. Once *all* the advice requested for the statutory assessment has been received, the LEA will decide whether to draw up an EHC plan. The EHC assessment process is not a guarantee that an EHCP will be approved.

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.

MANAGING CHILDREN'S NEEDS ON THE SEND REGISTER

Where it is determined that a child does have SEND parents will be advised of this and the child will be added to the SEND register. 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

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.

ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work with a class teacher or LSA, adapting teaching styles, content of the lesson etc
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font, wobble cushion, sloping board etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc

CRITERIA FOR EXITING THE SEND REGISTER

Once a child has made good or accelerated progress and children whose identified needs are no longer cause for concern they will be removed from the SEND register.

Children who make progress which means they are no longer on the SEND register will continue to be monitored and their progress tracked.

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

SUPPORTING CHILDREN AND FAMILIES

We encourage an open dialogue with parents and we will use informal as well as formal opportunities to provide them with information, strategies and resources that may support a child's development.

All parents are welcome into the school at any time during the school year to discuss the progress and wellbeing of their child. We welcome working in partnership with our parents in order to provide the best care and education for all our children.

During parents evenings and at any other times during the school year as necessary the class teacher will be able to share with parents information about their child's progress, next steps in learning and what parents can do to help their child at home.

Outside agency reports often include suggestions and activities for home.

MONITORING AND EVALUATION OF SEND

Parents are welcome to come into school to discuss their child's learning at any point during the school year at a mutually convenient time. This discussion could be with the class teacher, the SENCO or both. A child with Special Educational Needs and Disability will have their own SEND plan and their own individual targets outlining the support that is provided and the interventions or programmes which may be used. The targets are achieved or modified regularly by the class teacher or Learning Support Assistant.

A child's targets will be discussed with parents at the Parent Interviews in the Autumn and Spring term. A parent can request additional parent interviews at any time during the school year. Parents may be invited in at other times during the year to discuss progress and new targets.

The impact of support and interventions is closely monitored by the SENCO and the progress of children is monitored carefully.

DEPLOYMENT AND TRAINING OF LEARNING SUPPORT ASSISTANTS

All LSAs will support the work of all pupils within Literacy and Numeracy lessons and are allocated to a particular Year group for this purpose. They will work with individuals and groups of pupils as

detailed by SEND support plans 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.

LSA's receive regular curriculum development opportunities to attend meetings with the SENCO or members of the senior leadership team who will share relevant information and deliver training as required.

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).

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.

TRAINING AND RESOURCES

The Headteacher, SENCO 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 and whole school self-evaluation 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 an Educational Health and Care Plan.

SEND support is primarily delivered by class teachers through differentiated and adapted 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 SENCO in line with current pupil needs, educational initiatives and the budget. Some additional support is funded through individual allocations from the Local Education Authority.

ROLES AND RESPONSIBILITIES

The SENCO in collaboration with the Head Teacher and governing body plays a key role in determining the strategic development of the Special Educational Needs and Disability children in the classroom. This help may include training and support by the SENCO, Children's Therapy Service, Teacher Advisers for Special Educational Needs and Disability, Hampshire Educational Psychology Service and Primary Behaviour Support Team.

The SENCO

The SENCO will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day to day responsibility for the operation of the schools SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP plans
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that children with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

THE SEND GOVERNOR

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEND policy and provision in school

THE HEADTEACHER

The Head Teacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the

SEN policy and provision in school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

CLASS TEACHERS

Each class teacher is responsible for:

- The progress and development of every child in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

STORING AND MANAGING INFORMATION

Freegrounds Junior School is committed to maintaining the principles of the New General Protection Regulation (GDPR) and the new Data Protection Act. Much of the best practice associated with the GDPR and Data Protection Act 2018 is based on the Data Protection Act 1998. However, GDPR and the Data Protection Act 2018 introduce new elements and provide an opportunity for the school to review current data protection and practices.

The school is committed to maintaining the principles of the GDPR and the Data Protection Act 2018 at all times and strives to:

- Ensure that clear and robust safeguards are in place to ensure personal information is kept securely and to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded.
- Ensure that personal information is not retained longer than it is needed
- Review how we communicate the use of data with pupils/parents, and the rights of data subjects, with clear explanations regarding the strengthened rights (including Subject Access Requests SARS)
- Comply with the duty to respond to requests for access to personal information, known as Subject Access Requests

ACCESSIBILITY

We are happy to discuss any individual access requirements. 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. There are allocated disabled parking bays in both carparks.

DEALING WITH COMPLAINTS

We will try to address any concerns you have immediately they are raised with us so please approach the school to enable us to do this at the earliest opportunity. Concerns will always be listened to and we will work with you to agree the best way to support your child and work together to provide the best we can.

If you wish to discuss the provision being made for your child we would advise you to speak to the class teacher, year group leader, the SENCO and the Head Teacher in this order. The school always welcomes collaboration with parents.

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, SENCO and Head Teacher it should be referred to the Governing Body and ultimately the Local Authority.

REVIEWING THE POLICY

The policy is reviewed annually by the SENCO

Policy Dated September 2017

Review Date September 2020