



Hollybrook Junior School Special Educational Needs and Disability Policy

'Learning together, Aiming high.'

This Policy should also be read in conjunction with any relevant Jefferys Education Partnership documentation/policies. Please ask if you need further information.

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0-25 (Sept 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (Sept 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
- School Safeguarding Policy
- Academy Accessibility Plan
- Teachers Standards 2012
- Keeping children safe in Education (2018)

This policy was created by the school's Special Educational Needs Co-ordinator (SENCO) with the SEND Governor in liaison with Senior Leadership Team (SLT), all staff and parents of pupils with SEND. This policy was co- produced with all stakeholders in our school in line with the spirit of the current reform.

Named SENCO within the school setting: Ali Larmouth.

Our SENCO has completed the National Accreditation for SENCO award and is a member of the SLT with NPQSL status.

At Hollybrook Junior School we provide high levels of care for all pupils, celebrate their individuality and make sure that pupils' voices are listened to, respected and acted upon. We have established excellent links with parents and the community which brings another dimension to the quality of pupils' learning. All children participate in school life and its community and we strive to overcome any difficulty, which may be presented by a child's individuality. We believe that every teacher is a teacher of every child including those with SEND.

We implement our SEND policy in line with the SEND National Code of Practice 0-25. The policy should be read in conjunction with the school's teaching and learning, equal opportunities and inclusion policies.

School Aims

- To provide a balanced and creative curriculum catering for individual needs and different learning styles.
- To raise the aspirations of and expectations of all pupils with SEND.
- To focus on outcomes for children and young people and not just hours of provision and support.
- To provide a positive learning environment in which a wide variety of skills and talents are valued.
- To maintain a culture of understanding and tolerance.
- To promote a supportive climate in which staff, pupils and parents can communicate effectively.

What are Special Educational Needs?

By law, a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her and the educational provision that is required to meet the needs is additional.

According to the Children and Families Act 2014, a young person has such a difficulty if they experience:

- significantly greater difficulty in learning than most of same age peers, or
- s/he has a disability which prevents him (or her) from making use of (educational) facilities of a kind generally provided for same age peers in mainstream educational institutions.

What is a disability?

Many children and young people that have SEN may also have a disability under the Equality Act 2010.

This is defined as 'a physical or mental impairment' which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

According to the SEN code of Practice (Dfe, 2015): 'long-term' is defined as 'a year or more and 'substantial' is defined as 'more than minor or trivial'.

This may include children and young people with long-term medical conditions for whom adjustments will be made.

School Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance, provide in the SEND Code of Practice, 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO)
- To provide support and advice for all staff working with SEND pupils.
- To identify any difficulty likely to impede a pupil's social and emotional development or their ability to learn.
- To support children's achievement using a variety of teaching and learning strategies.
- To build on children's strengths.
- To encourage an understanding of differences.
- To work together to overcome difficulties, targeting children's needs and designing supportive individual targets.
- To encourage children to develop their full potential across the curriculum.
- To foster links between home and school and offer parents the opportunity for regular communication with staff.
- To foster links between home and school and outside agencies to support the children and parents.

How does the school identify Special Educational Needs?

Children with Special Educational Needs and Disabilities are identified as those with needs in the following areas:

- **Communication and Interaction:** speech, language and communication needs and ASD, including Asperger's and Autism
- **Cognition and Learning:** moderate, severe, profound and multiple learning difficulties and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs:** vision, hearing or multi-sensory impairment and physical disabilities

The purpose of identification is to work out what action the school needs to take to best support a child rather than aiming to fit a pupil into a category. At Hollybrook Junior School we identify the needs of the pupils by considering the needs of the whole child rather than just the special educational needs of the child.

At Hollybrook Junior School we assess each student's needs on entry. All children are regularly assessed and their progress monitored by their teacher. 'Inadequate progress' is that which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Pupils are only identified as SEND if they do not make adequate progress once interventions/adjustments and good quality personalised teaching are in place. Where progress continues to be less than expected the class teacher, working with the SENCO, will assess whether the child has SEND. We will informally gather evidence (including the views of the pupil and their parents/carers) and put in place extra teaching or other rigorous interventions designed to secure better progress, where required.

As a school we recognise that the following considerations are **NOT SEND** but may impact on progress and attainment:

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

The school's approaches to teaching children with Special Educational Needs:

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have a SEND. Alongside, quality first teaching, carefully planned interventions may be used to support a child's need.
- Teachers are responsible for meeting the educational needs of all the children in their class. Planning, differentiation, careful monitoring and assessment includes the special individual or specific needs of any pupil. Teachers apply up-to-date, relevant and knowledgeable approaches to the teaching and learning of all pupils.
- The SENCO consults on a regular basis with class teachers offering support and monitoring the progress of children identified with specific needs. The help of outside agencies is sought when appropriate or available.
- Children's individual needs are identified as early as possible, through consultation involving class teacher, SENCO and parents, previous records or assessment procedures. This could also involve the use of high quality and accurate formative assessment, using effective tools and early assessment material to help support identification. Children with needs over and above those normally catered for in a class situation are identified as School Support.
- When a child is identified as having a SEND and placed on the SEND register a cycle of ASSESS - PLAN - DO - REVIEW will be carried out regularly to ensure the child is making progress towards their personalised targets and that these are adjusted as necessary to meet the needs of the child. The child will be involved in the setting and reviewing of targets through discussions with the class teacher and

these are shared with parents so they are actively involved in this process to. Parents/carers and children are always invited and/or views collected, as appropriate, when annual reviews for children with SEND take place.

- Contact is made with infant schools and any other relevant agencies to gain as much information as possible prior to children starting school.
- Support is given to individual and groups of children by Teaching Assistants (TAs) who have a wide range of specific training and expertise. Small group support may take place within the classroom as part of the usual curriculum or individual programmes may be more appropriately placed in a quieter 1 to 1 situation. Training for all staff is developed and extended regularly.

The names of children whose needs cannot be met by the normal classroom differentiation are placed on the SEND monitoring programme.

Names of children receiving Speech and Language Therapy from the Speech and Language Therapy service are also recorded as SEND support and they receive additional speech and language support from the school Speech and Language Therapist (SALT).

Criteria for SEND Support

- Children's learning is significantly below age-related expectations
- Moderate behaviour, Social or Emotional difficulties are likely to impede learning.
- Previous/current involvement from outside agencies or Educational Psychologists (not speech and language involvement only).
 - Severe behaviour or emotional difficulties
 - Delayed learning in many areas
 - Speech and Language support.
 - Involvement of outside agencies
 - Impairment of sight or hearing
 - Diagnosis of a Social/Communication disorder

How does the school manage the needs of SEND children?

- For children identified as needing SEND support, they have an individual or group target sheet to work towards. Targets are shared with parents when appropriate, particularly if support can be offered at home in conjunction. The targets are specific and achievable and are monitored, reviewed and developed at least once every half-term. In some instances, a group target sheet may be written, with the same procedures adhered to.
- These targets are then discussed in pupil progress meetings with the SENCO or SLT.
- A provision map is drawn up to detail and monitor support across the school and for each child and groups of children and is updated every half term. It is also an on-going record of current and previous intervention for individual children. This is kept up to date by the SENCO and analysed half-termly to ensure outcomes are being achieved within a given time frame.
- The level of provision required for a child will be agreed by staff and parents/carers within the setting. These levels of provision can be found on our website under the Local Offer.
- If it was agreed that a child no longer reached the criteria for SEND support due to outcomes being achieved and barriers to learning being addressed, the child would be removed from the SEND register with the agreement of parents/carers.
- **Transition** programmes are arranged for children needing support from Infant Schools and to Senior Schools.

How can parents receive more advice?

- Information for parents with a child with SEND can be found on the LA local offer <http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>
- Information on Hollybrook Junior School's commitment to SEND can be found on the website under the SEND Information Report and School Local Offer.
- We link with other agencies to support the family and pupil

Admissions:

- We strive to give every child the appropriate care and education. Any parent with an admission query is welcome to contact the Head teacher, Governing Body and SENCO. Liaison and discussion will then take place with the LA to establish ways in which any application can be supported. Hollybrook Junior School is committed to meeting the learning and social needs of children with disabilities. We adhere to the city council's admissions and equal opportunities policy, which sets out clear criteria for deciding the entitlement of equality of opportunity for all pupils irrespective of gender, race or disability.

How does the school support children with medical conditions?

- Hollybrook Juniors 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 SEND and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- We have clear procedures in place for children with medical conditions and write Individual Care Plans when appropriate. These are shared with all staff, as appropriate, and if training for specific medical conditions is required this will always be arranged for staff so they have up to date knowledge.

How does the school evaluate the effectiveness of its provision?

- As a part of our school practice we regularly and carefully monitor and evaluate the quality of provision we offer all pupils.
- We do this through means such as regular audits of provision, sampling of parent views and children's views.
- There is a named SEND Governor who liaises with the SENCO regularly to ensure a high level of provision for children with SEND and to ensure the school are meeting all the requirements set out in the SEND Code of Practice 0-25.
- The Governors are updated termly by a SEND report which covers the main development points and impact for SEND. The Governors also receive training from the SENCO for SEND updates.
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

ROLES AND RESPONSIBILITIES

The SEND Co-ordinator: Ali Larmouth

- Provides support, advice and information for colleagues in the identification and assessment of children's needs.
- Promotes the use of available expertise and resources within the school.
- Monitors and supports the setting of individual targets and reviews progress made, in discussion with colleagues.
- Tracks the overall progress of children receiving additional support.
- Engages the support of relevant outside agencies.
- Establishes liaison with other professionals.
- Co-ordinates the support offered to the child.
- Has regular meetings with Teaching Assistants to support their role and identify professional development needs.
- Liaises with parents and is available to take part in reviews.
- Advises the Head teacher where there are significant problems.
- Works with the Head teacher to prepare information for Statements/Integrated Assessments and Annual Reviews.
- Orders and provides resources to enable effective work to take place.
- Liaises regularly with the SEND Governor.

Management:

- The Head teacher and Governing Body have overall responsibility for the effective education of all pupils and support the SENCO in that role.
- The Governor with responsibility for SEND together with the Head teacher will ensure that children with SEND are identified and receive appropriate provision.

Funding:

SEND in school is funded according to the current LA formula. This funding supports the employment of assistants and additional materials. When available, the school is able to draw on the expertise of:

- The Educational Psychology Service
- Occupational Therapists
- Physiotherapists
- Education Welfare Officer
- Social Services
- Behaviour Support Services
- Speech and Language Therapy
- CAHMS
- Outreach workers e.g. Springwell and Vermont support.

Additional expenses are met from the general school budget.

The Jefferys Academy Partnership employs the services of an Educational Psychologist, an Independent Speech and Language Therapist and a Family Liaison Officer. Their time is shared across schools within the Academy to ensure children receive excellent support from these services.

Training:

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

- All teachers and support staff undertake an induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

How does the school store and manage information?

The storing and management of information is in line with our school policy on Information Management (this includes information on how long to store documents, when they should be destroyed, what should be kept, where, etc.) and our confidentiality policy.

REVIEWING THE POLICY

This policy will be reviewed annually by the Head teacher, SENCO and Governors.

It can be made available in alternative formats if required.

Other related policies - Equal Opportunities Policy, Disability Equality Policy.

Written by: Ali Larmouth

Reviewed: March 2020

Agreed by Governors:

Review date: September 2020