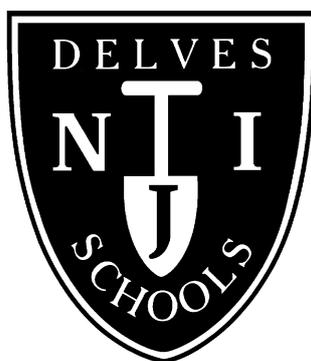


Special Educational Needs and Disability (SEND) Policy

Delves Junior School



September 2017

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Rationale

Delves Junior School is committed to providing an appropriate and high quality education to all children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Changes implemented from 2014 Code of Practice (effective from 1st September 2014)

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Educational Needs Support'. All children are closely monitored, and their progress tracked each term. Those requiring SEN Support are additionally tracked by the SENCo.
- There are four broad categories of SEN:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Physical and Sensory
- We have children in all these categories of SEN.

- We are working more closely with parents and children to ensure that we take into account the child's own views and aspirations. Also parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing of SEN provision for their child.
- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all of our children. We expect children on our SEN register to make good progress which compares well to the progress made by other children in school.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. (Taken from 2014 SEN Code of Practice: 0 to 25 Years)

SEN at Delves Junior School

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively;
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- To work closely with external support agencies, where appropriate, to support the need of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

At Delves Junior School, the provision for children with special educational needs a matter for the school as a whole. All teachers are teachers of children with special educational needs.

The development and monitoring of the school's work on Inclusion is undertaken by the Senior Leadership Team, supported by our nominated SEND Governor.

The SENCo at Delves Junior School is Mrs Rebecca Fletcher, who has completed The National Award for Special Educational Needs Coordination.

The role of the SENCo

It is the responsibility of the SENCo to:

- Maintain an overview of all children with SEN within the school.
- Create a record of children with SEN as a tool in tracking progress.
- Co-ordinate provision for children with SEN.
- Manage learning support staff.
- Contribute to staff training relating to SEN issues when needed.
- Prepare and hold Annual Reviews for all pupils with an EHC Plan.
- Monitor Action Plans and planning to ensure the needs of identified pupils are being accounted for.
- Liaise with external agencies.
- Liaise with parents of children with SEN.

All teaching staff have a responsibility for identifying and responding to pupils with special educational needs.

Identifying children at SEN Support

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCo and all other members of staff have important day-to-day responsibilities.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

In order to help children who have SEN, school makes full use of available classroom and school resources, before calling upon outside resources and specialist expertise. This is a graduated approach, with the teachers using an array of strategies to support the child's special needs before consulting the SENCo or before consideration is given to moving the child onto SEN Support.

Pre-SEN: Teacher Concerns

In order to meet the needs of individual children the class teacher monitors the progress of the pupils closely, in the first instance providing a range of intervention strategies and differentiated work. Detailed records of observations, children's strengths and weaknesses, intervention strategies used and concerns are maintained. Using this evidence, it may be decided that the strategies used are not allowing the child to learn as effectively as possible and to make sufficient progress. In these circumstances, a 'Cause for Concern' form is completed and the SENCo consulted. A review of the strategies used will take place which could lead to the conclusion that the pupil requires help over and above that which is normally available in class. Consideration is then given to putting the child's name on the SEN register for SEN Support. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

SEN Support

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of the child's needs are unlikely to be met by such an approach, provision may need to be made. Provision would be indicated where there is evidence that:

- little or no progress made with existing teaching approaches that are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills resulting in poor attainment in some curriculum areas
- presents persistent emotional difficulties despite techniques usually employed in school
- has sensory or physical problems and makes little progress despite specialist equipment
- has communication/interaction difficulties and makes little progress despite the provision of a differentiated curriculum.

The SENCo should facilitate the further assessment of the child's particular strengths and weaknesses; arrange future support for the child in discussion with colleagues; monitor and subsequently review the action taken.

The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme documented on an Action Plan. Parents should always be consulted and kept informed of the action taken to help the child, how they could help at home and the outcome of the action taken in school.

Interventions at this stage are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies.

The SENCo and the child's class teacher should decide on the action needed to help the child to progress in the light of their earlier assessment.

This could be in the form of:

- The deployment of support staff to enable one to one tuition or small group tuition (this will depend on financial resources and staff availability).
- The delivery of a specific intervention and the monitoring of its effectiveness.
- Providing different learning materials or special equipment.
- Staff development and training to introduce more effective strategies.
- One-off or occasional advice from the LA support services.

If progress continues to be slow, despite interventions, a request for support from external services is likely to follow a decision taken by the SENCo and colleagues, in consultation with parents, at a meeting to review the child's Action Plan.

External services can advise teachers on new Action Plans with fresh targets and accompanying strategies, provide specialist assessments that can inform planning and the measurements of a pupil's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular

activities. The resulting new Action Plan for the child should set out fresh strategies for supporting the child's progress.

Although developed with the help of outside specialists, the strategies specified in the Action Plan should usually be implemented, at least in part and as far as possible, in the normal classroom setting.

The delivery of the interventions recorded in the Action Plan continues to be the responsibility of the class teacher.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings, to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child will be in receipt of SEN Support;
- discuss assessments that have been completed;
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents.

Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. In the Summer term, there is a review of the child's progress.

The school is happy to provide additional support to parents. However, they may seek support from outside agencies regarding SEN, such as:

Information, Advice & Support Service (SEND)

Blakenall Village Centre

Thames Road

Blakenall

WS3 1LZ

Tel: 01922 650330

email iasssend@walsall.gov.uk

Moving to an EHCP (Education, Health and Care Plan)

If a child fails to make progress, in spite of high quality, targeted SEN Support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable;
- The child has a disability which is lifelong and which means that they will always need support to learn effectively;
- The child's achievements are so far below their peers that we think it like that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

SEND Training

The SENCo will attend regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

In-house additional needs and Inclusion training is provided both through formal staff meetings and through informal arrangements by the SENCo and others, as required.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training, where a need is identified, either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will promote tailor-made training where this is appropriate.

The Educational Psychologist visits the school regularly following discussion with the SENCo as to the purpose of each visit.

The SENCo will liaise frequently with a number of other outside agencies, for example:

- CAMHS
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy

Children with Social, Emotional and Mental Health Needs

Behaviour is not classified as SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences.

If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) 'Early Help' will be offered to support the family and the child.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS (or to specialists within the Air Force medical services).

If the child is felt to have long-term social, emotional or mental health needs - for example with anger management, the school offers a range of social skills or therapeutic interventions. These are generally delivered by trained learning support assistants, who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Complaints

In relation to School:

At Delves Junior School we strive to care for each individual pupil and provide the best education possible to suit the child's learning needs. Regrettably, there may be times when complaints arise. Please feel free to contact the school quickly if a

problem occurs. This will help to avoid ill feeling or worry. We will do our best to put the problem right as soon as we can.

Should you feel that a complaint needs to be dealt with, may we suggest the following procedures, which follow the Local Authority (Walsall Education) guidelines:

- (Stage 1) Speak to your child's class teacher after school and seek an explanation. If you are concerned in the morning, please come early to school and see your child's class teacher. With regard to SEND, please speak to the SENCo.
- (Stage 2) Refer your complaint to the head teacher if necessary who will almost invariably be able to resolve difficulties in consultation with all parties concerned.
- (Stage 3) Complaints can be formally referred in writing to the Governing Body by writing, addressed to the Chair of Governors c/o the school.
- (Stage 4) If you still feel concerned, you may wish to contact the Local Education Authority at the Civic Centre, Darwall Street, Walsall, Telephone 01922 650000.

Not satisfied with a decision (i.e. declined application for EHCP):

The Local Authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the Local Authority that you are happy with. Telephone 01922 686200. Alternatively, the Independent Advice Support Service (01922 650330) provide independent information and advice.

Walsall's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Walsall's local offer is available from the website:

<http://www.wcld.co.uk/kb5/walsall/asch/localoffer.page?localofferchannel=0>

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).