

Lee-on-the-Solent Junior School SEND Policy



Review Date:

July 2022

Signed by Chair of Governors:

Signed by Headteacher:

Lee-on-the-Solent Junior School SEND Policy

At Lee-on-the-Solent Junior School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. Our educational aims for children with Special Educational Needs and/or Disabilities (SEND) are the same as those for all children in the school. However, those who have difficulties and require additional and different provision may have SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (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 years 2014
- SEND Information Report Regulations 2014
- Children and Families Act 2013

Contacts

Our Special Needs Coordinator (SENDCo) at Lee-on-the-Solent Junior School is Mrs H West. She can be contacted via the school office on 02392 550551 or by e-mail via the school admin office.

Aims

- Work within the guidance laid down in the SEND Code of Practice 2014
- Work closely with the Local Authority and comply with locally agreed policies and procedures
- To ensure full entitlement and access for SEND pupils to high quality education within an inclusive education (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- To identify and assess pupils with SEND as early and thoroughly as is possible and necessary and to fully involve pupils, parents and staff in the identification, assessment and delivery of SEND.
- To strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.
- To meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

Identification

Children are identified as having SEND when the parent, Class Teacher, Learning Support Assistant, SEND Co-ordinator or other professional adult in the school observes that;

- They have significantly greater difficulties in learning than the majority of children the same age
- They have a physical disability which hinders them from making the same academic progress as their peers
- They have emotional needs which may relate to out of school circumstances
- They have social needs such that academic progress is hindered or not made

A person has a disability if he or she has a physical or mental impairment that has a substantial or long term adverse effect on their ability to carry out normal, day to day activities. Children with a disability have special educational needs if they have any difficulty in accessing education and if they need special educational provision to be made for them as defined above.

Provision

Within school, pupils with SEND are identified on the school SEND Register so that **specific** support can be planned, provided and monitored. Such support is **additional to or different from** the differentiated curriculum **due to identified special educational needs**. Good special needs practice reflects good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and their planning takes additional adult support into account and is discussed with those staff. They also collaborate with any specialist staff. However, any intervention and support does not replace high quality teaching.

The quality of teaching is reviewed regularly by the Senior Leadership Team through learning walks, lesson observations, monitoring of planning, scrutiny of work and pupil conferencing.

Teachers meet with the Headteacher following teacher assessments to discuss all children in their class. This allows teachers to discuss progress and highlight children who need more support, to ensure interventions and support for the children and teachers are implemented.

This is monitored regularly through discussions with the SENDCo, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEND register at SEND support. Throughout this process we look at the range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives.

Every child/young person on SEND support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. Every child at SEND support will receive a Pupil Profile which highlights their strengths, their needs, targets and strategies used to address these concerns.

Various stages that are identified require children's special educational needs to be provided for. These are:

- *Early Intervention and/or Cause for Concern* – initial assessment. The triggers for this could be lack of progress, their current attainment in one or more areas is below Age Related Expectations (ARE) and/or a there is a significant difference in their attitude to learning. They may not be considered to have SEND but should still have informal targets set. Through Quality First Teaching, a class teacher will ensure that the child is making progress using identified targets specific for that child. Work will be differentiated to meet the needs of the child. Some additional adult support may be available in class. These strategies and targets should be discussed with the Inclusion Leader and the parents of the child.
- *SEN Support* – The triggers for intervention could be the staff or parent concerns, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities is not making progress. Children receive provision that is additional to or different from their peers. This could be on a one to one basis or in a small group. This could also include access to specialist resources so that children can access their learning. These children may also benefit from some specific intervention programmes taught for specific periods of time. There may also be a need for external agencies such as the Educational Psychologist to further assess the specific needs of the child.
- *Education and Health Care Plans (EHCPs)* – The child has complex needs that have required detailed investigation. An EHCP about the special educational needs and/or disabilities has been issued and the school will provide the support described. Older 'statements' and EHCPs state a number of hours support for the child. These 'hours' can incorporate one-to-one work with the teacher or learning Support Assistant, small group work and general class support. They may also include therapy sessions if required and the balance of these strategies will depend on the specific identified needs.

Governors

The Governing Body will discharge its statutory duty towards pupils with SEND by:

- Doing its best to provide the necessary provision for any pupil who has SEND under the guidance of the Headteacher
- Evaluating the effectiveness of its policy and the provision it makes for pupils with SEND by receiving reports each term about the work of SEND in the school and encouraging the SEND governor to undertake moderation activities. The governors will also receive reports from moderation and monitoring activities carried out by the LA and other educational bodies
- Ensuring that relevant information on pupils with SEND is made available to all those involved with that child
- Ensuring that teachers are aware of the importance of identifying and providing for those pupils who have SEND
- Consulting with the LA and the governing bodies of other schools when it seems necessary or desirable in the interests of co-ordinating special educational provision in the area as a whole
- Ensuring that pupils join in school activities with pupils who do not have SEND, so far as is reasonably practical and compatible with pupils receiving the necessary special

educational provision, the efficient education of other children in the school and the efficient use of resources

- Having regard for the Code of Practice when carrying out their duties towards all pupils with SEND
- Ensuring this policy and its related documents are available to parents
- Hearing complaints from parents of a child with SEND who may feel that the type and/or amount of provision is not appropriate

Co-ordinating Provision

The governors, under the guidance of the Headteacher, determine staffing and funding arrangements to provide for children with SEND.

One Governor is appointed to take particular interest in children with SEND. The Headteacher is responsible for the management and provision for children with SEND working closely with the SENDCo, school staff and other agencies.

The SENDCo is responsible for

- The day-to-day operation of this policy
- Liaising with and advising teachers and other members of staff
- Co-ordinating provision
- Maintaining the SEND register and overseeing records
- In partnership with other staff, liaising with parents
- Contributing to the in-service training of all staff
- Liaising with external agencies including Educational Psychology Service and other support agencies and provide in-service education

Meetings are held to co-ordinate provision, liaise with staff and other agencies and provide in-service education.

Partnership with parents

We believe that parents should have knowledge of their child's entitlement within the SEND framework. Parents are kept well informed about the SEND of their children through:

- Parent/teacher consultation evenings (Parents' Evenings) – here they have access to information, advice and support during any assessment and any related decision making process about SEND provision
- Personalised Pupil Plans detailing provision;
- Reports on progress and strategies provided to help their child access the learning
- Where a statement/EHCP is in place, an annual review will take place with all agencies involved in a formal meeting to review targets.

Admission Arrangements and Accessibility

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with SEND, and its admissions policy has due regards for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We have an Accessibility Plan that addresses the improvement of access to all areas of our school life.

Complaints

Parents of children with SEND will be contacted regularly and are always welcome to contact school should the need arise. Parents are advised to take complaints and concerns about the implementation of the school's SEND policy, in the first instance to the class teacher or the SENDCo. If parents remain dissatisfied, they should follow the school's complaints procedure.

Bullying

At Lee on the Solent Junior School, we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our children with SEND. Please refer to our Behaviour Policy, Anti-bullying Policy and Safeguarding Policy.

Report written by the SENDCo and based on the SEND Code of Practice 2014
Approved by Governors on
This policy will be reviewed annually.