



Joy Lane Primary School

SEND Policy

September 2017

Our Ethos/ Vision

At Joy Lane Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than

many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

Key Roles and Responsibilities

The Inclusion Manager has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care Plans (or Statements until 2018). The Inclusion Manager, Annamarie Godden, is a member of the leadership team and works with the Nursery, Reception, KS1, KS2 and the Specialist Resource Provision.

The named SENCO's are Annamarie Godden and Laura King.

SEN Governor: The SEN governor is Sheena Strudley. She has responsibility for monitoring policy implementation and liaising between the Inclusion Manager and the Governing Body.

Designated Safeguarding Lead Person's (DSL) are The Executive Head Teacher; Debra Hines, Head of School; Mark Ashley-Jones, Inclusion Manager; Annamarie Godden, Early Years phase leader; Rachel Kelly and Nursery manager; Clare Longhorn. All DSL's have specific responsibility for safeguarding and work together to ensure the safety of all pupils is of paramount importance.

Aims and Objectives

Aims

At Joy Lane Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals who are able to make a successful transition on to the next phase of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop practice within the guidance set out in the Code of Practice, 2014.

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what the school needs to put in place in order to ensure individuals are supported effectively. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEN Support

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than

expected, the class teacher will discuss their concerns with the Inclusion Manager. In deciding whether to make special educational provision, the teacher and Inclusion Manager will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place and will be recorded on class/year group provision maps. Particular care is taken when identifying and assessing SEND for children whose first language is not English.

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place using an Individual Provision Plan (IPP). This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process.

The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

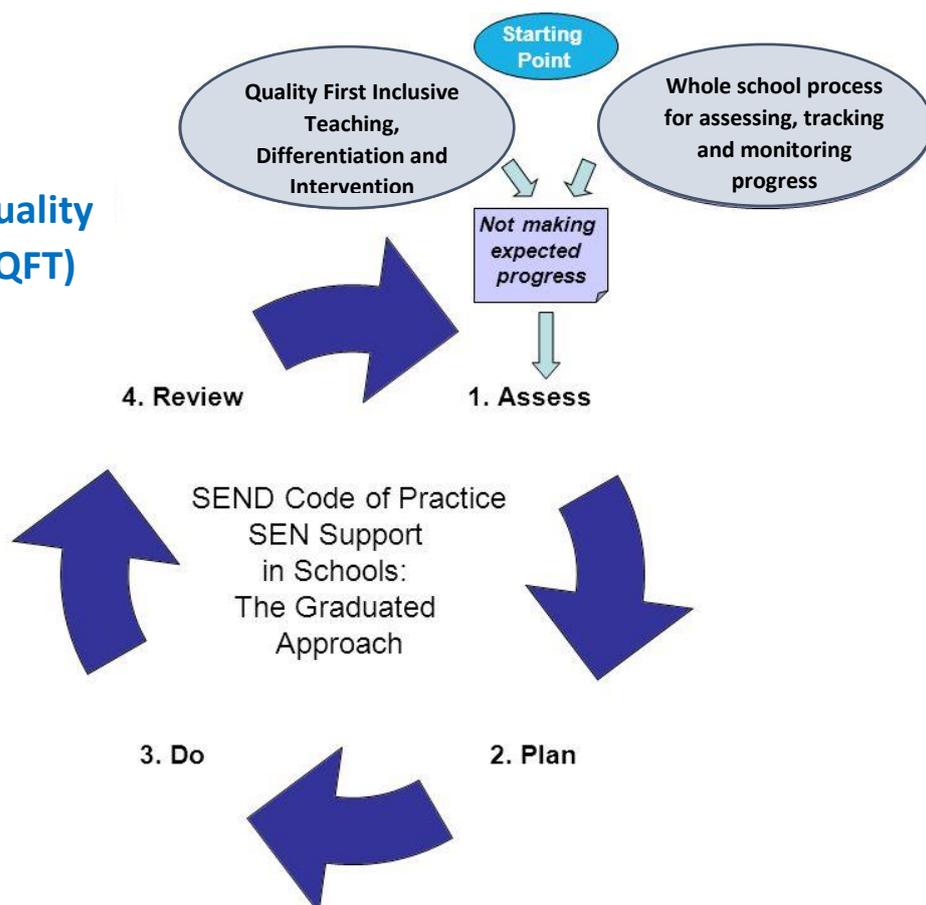
Plan: Where SEND Support is required the teacher and Inclusion Manager will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Support staff or specialists who provide support set out in the plan and monitor the progress being made. The Inclusion Manager will provide support, guidance and advice for the teacher.

Review: The plan, including the impact of the support and interventions will be reviewed each term by the teacher, Inclusion Manager, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach.

Starting with Quality First Teaching (QFT)



Parents/carers and pupil involvement in the process

All parents of pupils at Joy Lane School are invited to discuss the progress of their children at least twice a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to understand these needs better. From this point onwards the pupil may be identified as having special educational needs because special educational provision is being made and the parent will be invited to planning and bi-termly reviews of this provision.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

SEND Provision

SEND support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to a shared nurture group at a local school

The class teacher is responsible for:

- the progress and development of all pupils including those with SEND
- ensuring provision plans are implemented in the classroom
- regular liaison with parents and the Inclusion Manager
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND
- setting and reviewing targets on provision plans for pupils with SEND

Support staff are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and Inclusion Manager

The school SENCO is responsible for:

- co-ordinating support for children with SEND
- monitoring the quality of provision and impact of interventions
- referrals to and liaison with outside agencies
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- attending network meetings and updating staff

The Inclusion Manager is responsible for:

- co-ordinating support for children with SEND
- monitoring the quality of provision and impact of interventions
- referrals to and liaison with outside agencies
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- attending network meetings and updating staff
- the SEND policy and its implementation
- updating the SEN register and maintaining individual pupil records
- line managing support staff
- supporting staff in identifying pupils with SEND
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

The SEN Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the Inclusion Manager
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

In school and external referrals

Where teachers have a concern regarding an individual's progress they will make an in-school referral to the school SENCO's; Laura King (Nursery and Years R-1) and Annamarie Godden (Years 2-6 and SRP). SENCO's will review the referrals and make recommendations and suggestions in supporting the individual. After a period of monitoring, the referral will be reviewed with the class teacher and next steps will be considered.

Where pupils have higher levels of need, and with parental permission, the school may want to seek advice from external agencies.

These agencies include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team

- Child and Adolescent Mental Health Service (CAMHS)

In this instance, parents will be invited in to discuss the school's concerns and an external referral may be recommended. As part of the referral process, parents/carers will be asked to sign a letter of commitment which outlines the referral process and the roles and responsibilities of all parties involved.

Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. (See Kent guidance on the Kent website for further information regarding requests for EHC plans) The Education, Health and Care (EHC) plan replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHC plan. Parents will be informed by the LA in advance of this transition review and will have an opportunity to discuss the process with the Inclusion Manager.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trip/residential. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes. The school secretary is responsible for the administration of medicines and health care plans/protocols. Please refer to the school's medical policy for further details.

Monitoring and evaluation of SEND

The school leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.

- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The Inclusion Manager maps provision for each class and decisions are made as to whether specific interventions are proving to be effective in terms of impact. Reviews of Provision Maps and personalised/individual plans will be informed by the views of the pupil, parents and teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEND Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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

Each year we review the needs of the cohort and if necessary make changes to our provision.

Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEND register. School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, ASD and dyslexia. The Inclusion Manager and SENCO attends network meetings to share good practice with colleagues in the Coastal Alliance partnership and keep up to date with SEND developments.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful

to parents for their information sharing and openness and respect their confidentiality. Pupil SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave Joy Lane Primary School.

Complaints

The normal arrangements for the treatment of complaints at Joy Lane Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, a member of the Inclusion Team or the Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Parental Support

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Kent Parent Partnership Service (KPPS) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on

HELPLINE: 03000 41 3000,

Office: 0300 333 6474 and

Minicom: 0300 333 6484

<http://www.kenttrustweb.org.uk/kpps>

The Local Offer

The local authority's local offer is published on the Kelsi website http://www.kelsi.org.uk/pupil_support_and_wellbeing/targeted_support/sen_and_disabilities/local_offer.aspx

Parents without internet access should make an appointment with the Inclusion Team to gain the information they require.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body and Senior Management.

Date of review: September 2017

Date of next review: September 2018



Policy compliance

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the school's SEND report and other existing school policies.

This policy was developed with members of the Local Authority, the Coastal Alliance SENCo Group and representatives from the governing body, parents/carers and parents of children with special educational needs and will be reviewed annually.

