



Winterton Junior School Special Educational Needs and Disability Policy

Our Special Needs Coordinator (SENCo) at Winterton Junior School is Miss Stacey Melding, who is also a member of the Senior Leadership team.

This policy complies with the statutory requirements laid out in the SEND Code of Practice (July 2015).

Winterton Junior School is an inclusive school, which aims to help all children, including those with special educational needs and disabilities, to meet their full potential. We strive to provide an individualised learning experience for all and to help all children enjoy their learning: leaving us as enthusiastic, confident and independent individuals.

With this in mind, this policy has been written with the following objectives:

- To work within the guidance laid down in the Special Educational Needs and Disability (SEND) Code of Practice 2014.
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs.
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEND, and their own involvement in this.
- To provide an appropriately qualified and experienced SENCo in post who can ensure that the SEN Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.

Identification of SEN

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. Every teacher is expected to plan a clearly differentiated, broad and balanced curriculum for all children. Through pupil progress meetings and meetings with the SENCo, children are highlighted who are not making the required progress. The next stage would be to plan and deliver intervention to support the child in that particular area or areas of learning. This will be reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support they would then move to SEN support. Interventions within school are identified on the whole school provision map, and these include:

- Read, Write, Inc. Fresh Start
- Lexia
- Toe by Toe
- Shine! Mathematics
- Occupational Therapy
- Speech and Language Therapy
- Precision teaching
- Simon Fox Counselling and Coaching Services
- Emotional Literacy

Quality first teaching at Winterton Junior School allows teachers to support all children, through excellent classroom teaching. Quality first teaching is what is on offer for all children – a high-quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children. Quality first teaching includes:

- Well-resourced and carefully planned provision which provides a rich learning environment.
- Clear objectives that are shared with the children.
- Lively, interactive teaching and learning, based on real life, practical experiences.
- Carefully structured, differentiated learning activities that enable all children to participate fully.
- Children being supported with their learning, in groups, pairs and sometimes individually.
- Children being helped to take responsibility for their own learning, when appropriate.
- Children being encouraged to know their own targets and how to achieve them.

If your child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is called SEN Support. If your child is identified as needing SEN Support, we will:

- Put a plan in place to support your child.
- Regularly review your child's progress.
- Hold a termly meeting with yourself to discuss your child's targets and progress towards meeting these, as well as any intervention(s) that are in/need to be put in place.

Most children receiving SEN Support will respond well to this support and make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with on-going, significant and/or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHC Plan).

The Code specifies four broad areas of need: Communication and Interaction (including Autism Spectrum Disorder), Cognition and Learning, Social, emotional and mental health difficulties, Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability, but these alone do not constitute SEN. The Code no longer allows for the identification of behaviour to describe SEN. Any concerns we may have about a child with behavioural needs would form an underlying part of a wider need in relation to the four broad needs highlighted above.

Class teachers are ultimately responsible for the progress of the children in their class. Where there are concerns around a child's progress, the teacher, SENCO, teaching assistants and parents work together to decide on appropriate next steps.

A Whole School Approach to SEN Support

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 collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those 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 observations which include observations of the learning taking place; differentiation and level of challenge, throughout the process, pupil questioning takes place with the children and scrutiny of work.

All staff meet with the Senior Leadership team 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 SENCo, 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 SEN register at SEN Support. Throughout this process we look at a range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives. We monitor behaviour and the way children deal with situations.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. Every child at SEN support will have a provision map, which highlights their needs and strategies used to address these concerns, including any interventions.

If the school feels it has exhausted its own resources in terms of supporting a pupil additional help can be requested from external agencies. This process entails a referral being made and an assessment of the submitted evidence being made by an external panel. Following a successful referral, external support is offered to the pupil to enable them to make progress – the school works alongside the external agency to ensure the support is continued once the agency withdraws.

Some children and young people on the SEN Register may have more significant SEN, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need. This would involve the child/young person, parents/carers, and all agencies involved with the child, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Children and young people with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

Criteria for Exiting the SEN Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer.

Supporting Pupils/Students and Families

We aim to work in partnership with our pupils, their parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our school SEN offer is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services.

Supporting Pupils at School with Medical Conditions

At Winterton Junior School we recognise that children and young people 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 and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. At times, children with special educational needs and/or disabilities (SEND) may require specific medications to be administered. Any arrangements regarding medications for children with SEND will need to be discussed with the SENCo.

For full details of arrangements regarding medical conditions and medications, please see the 'Supporting Pupils at School with Medical Conditions Policy' which can be found on the school's website.

Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy is reviewed annually by the whole staff, governors and any amendments made to comply with the new legislation. Effective implementation of the SEN policy will be evaluated by:

- Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met.
- Ensuring that available resources are appropriate for children's needs and adding to them as necessary.
- Reviewing the practical arrangements for ensuring that children are able to participate in all school activities.
- Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent meetings.
- Ensuring that school records are kept up to date for each individual child.
- Termly consultations to discuss the progress of children with SEN.
- Annual reviews of children with an Educational Health Care plan.

Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' that caters sufficiently for the special educational needs of the children and young people within their school. More information on the funding a school receives can be found on the North Lincolnshire Local Offer website:

www.northlincslocaloffer.com

Roles and Responsibilities

Meeting children's special educational needs is the shared responsibility of the Local Authority (LA), governors, parents, teachers and support staff. It is the statutory duty of the governing board to make provision for all children with SEN. This includes the majority of those who do not require EHC plans as well as the minority with EHC plans.

Governors:

- Ensure a member of staff is designated SEN co-ordinator.
- Ensure the necessary provision is made for pupils with SEN.
- Consult with the LA and other bodies to co-ordinate SEN provision.
- Publish an SEN policy.
- Ensure that a summary of the SEN policy is included on the school website.
- Consult with the LA about appropriate staff training in SEN.
- Have regard to the Children and Families act 2014 and the SEND code of practice 0-25 (2014).

The SEN Governor is Mr Don Johnson.

The Headteacher:

- Has a legal responsibility to inform parents if a child is identified as having learning difficulties.
- Keeps governors informed about SEN in school via termly reports to the Governing board by the SENCO.
- Has the management role to determine how resources are allocated to and amongst children with SEN.

The Special Educational Needs Co-ordinator:

- The day-to-day operation of the policy.
- Liaising with and advising fellow teachers.
- Coordinating provisions for children with SEN. Maintaining the school's SEN register.
- Liaising with parents/carers of children with SEN.
- Identifying and contributing to the in-service training of staff.
- Liaising with external agencies, including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.
- The SENCo identified in school actively encourages a positive working partnership between the parent/teacher/other agencies, working to meet the special educational needs of each pupil.

The Class Teacher:

- Plans a broad and balanced curriculum.
- Assesses and plans differentiated activities.
- Identifies a child's SEN using the agreed criteria.
- Assesses each individual child's SEN at the earliest opportunity.
- Employs learning strategies and programmes that cater for SEN.
- Produces modified teaching resources, or employs other methods of differentiation, to enable a child with SEN to experience success.
- Assesses and reviews progress, keeping records in accordance with school guidelines.
- Liaises with parents at regular intervals.
- Informs and explains the procedure to parents, values their contribution to reviews where necessary.
- Informs the Headteacher and the SENCo of any child with SEN.
- Liaises with Support Assistants who are working with children with SEN.
- Participates in regular SEN meetings and training.

Teaching Assistants:

- Work alongside class teachers, implementing programmes with individual children under the direction of the teacher.
- Prepare appropriate materials and resources.
- Feedback information to staff and keep records as directed by the teacher.
- Contribute their knowledge of the child and progress to enable future provision to be made.
- Undertake any necessary training.

Parents

The school aims to promote positive, collaborative partnerships with parents. We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.

Partnership with parents is encouraged by:

- Acting upon parental concerns.
- Formal and informal discussion between parents and staff.
- Providing activities for parents to work with their children at home when appropriate.
- Involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews.
- Informing parents about school policies for SEN on the school's website, at Annual Parents Meetings and through termly meetings with SENCo.
- Making clear to parents the complaints procedure should they feel dissatisfied with the provision made for their child.

Storing and Managing Information

All documents relating to children and young people on the SEN Register are stored in a locked cabinet. These are all kept in school whilst the child attends. If the child leaves all documents are copied and sent to the next setting by recorded delivery. The original is then sealed and stored securely until the child reaches the age of 25.

Dealing with Complaints

Complaints about SEN provision should be made in the first instance to the Class Teacher who will inform the SENCo. If parents remain dissatisfied they should speak or write to the Headteacher. Following this, if they are still worried or dissatisfied they should put their complaint in writing to the governor with responsibility for SEN.

SEND Policy written by Stacey Melding: Autumn 2017

SEND policy accepted by staff: Autumn 2017

SEND policy accepted by Governors: Autumn 2017

SEND policy review date: September 2018