

Shelton Junior School



SEND Policy

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LEGISLATIVE FRAMEWORK

Shelton Junior School SEND policy for young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- SEND Code of Practice 2015
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Health and Social Care Act 2010
- Education and Inspections Act 2006
- Educations and Skills Act 2006
- Education Act 2002
- Children Act 1989
- Education Act 1996

MISSION STATEMENT

At Shelton Junior School all pupils and staff will be encouraged to achieve their full potential and children will be enabled to develop academically, socially and emotionally so as to participate fully in the life of the school and the wider community. We value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning.

INTRODUCTION

High quality teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something **additional to and different from** what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This SEND policy details how Shelton Junior School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

The staff and governors of Shelton Junior School will also work to ensure that all SEND students reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND students.

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working. All teachers are teachers of SEND students.

Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND students requires partnership working between all those involved - LA, school, parents/carers, students, children's services and all other agencies.

MANAGEMENT OF SEND WITHIN SCHOOL

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO.

The SENCO's name is **Danni Barnett**. The SENCO has Qualified Teacher Status.

The name of the governor with responsibility for SEND is **Sally Hutchinson-Backer**. All school staff have a responsibility for pupils with SEND. Staff are aware of their responsibilities towards pupils with SEND. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions. Teaching Assistants (TAs) play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is based on recommendations from the Education Endowment Fund and targeted through proven and published interventions. We use our school Shelton Universal Pupil Enhancement Register (SUPER) to plan, do and review these interventions throughout the year.

The SENCO named above has the following responsibilities:

- In collaboration with the Head teacher and governing body, determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND
- overseeing the day to day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers and managing learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (in conjunction with class teachers)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Reporting to the head teacher and governor with responsibility for SEND on the day to day management of the SEND policy.
- identifying priorities for improvement and implementing strategies to achieve this
- Applying for EHCPs where and when appropriate
- Applying for element 3 funding for pupils who are eligible
- Supporting parents when the LA does not follow legal EHCNA process and procedure

The class teacher has the following responsibilities:

- Being aware of the school's procedures for the identification and assessment of and subsequent provision for pupils with SEND
- monitor the progress of children they teach with special needs
- provide differentiated work within the classroom
- consult with the SENCo where appropriate and decide what action is required to ensure these pupils make progress
- notify the SENCo of concerns about children
- work with the SENCo to collect all available information on pupils with SEND
- complete and maintain relevant records
- to liaise with parents, staff, children and outside agencies
- To hold termly SEND meetings with parents to inform them of progress and specific SEND issues

Teaching assistants have the following responsibilities:

- working with the class teacher and SENCo in identifying and meeting the needs of children identified with SEND
- to make themselves familiar with the needs of the SEND children they have contact with
- to enable children with SEND within the classroom to ensure they take part fully in all areas of the curriculum
- be aware of targets for those children they work with
- implement agreed strategies and intervention programmes as appropriate
- to deliver specific, planned packages of support for individual pupils such as Speech and Language programmes under the direction of teaching staff/SENCo
- to contribute to the assessment and monitoring of the child's progress
- to liaise with parents, staff and outside agencies
- To run targeted small intervention groups

The governors have the following responsibilities:

- ensure that provision of a high standard is made for pupils with SEND
- ensure that pupils with SEND are fully involved in school activities.
- be fully involved in developing and reviewing the SEND policy
- be aware of and familiar with the schools SEND information report
- ensure that relevant policies and procedures are in place
- oversee the resources allocated to meet the needs of SEND children
- monitor the effectiveness of SEND provision
- have regular contact with the SENCo
- keep parents informed through the annual report to parents
- dealing with and investigating parental complaints

DEFINITION OF SEND

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them e.g. **which is additional to or different from** differentiated curriculum plans. Shelton Junior School regards pupils as having a SEND if they:

- a) Have a significantly greater difficulty in learning than the majority of students of the same age;
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students/young people of the same age in schools within the area served by the LA

Students must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught. Shelton Junior School will have regard to the SEND Code of Practice when carrying out its duties towards all SEND students and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

IDENTIFICATION, ASSESSMENT AND PROVISION

Graduated Approach

Shelton Junior School adopts a graduated approach to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are a means of helping Shelton Junior School and parents match special educational provision to individual pupil needs.

The Four Broad Areas of SEND

Under the Code of Practice 2014 identifying SEND will be through identifying a broad area of need and then, through the graduated approach, identifying a school based category of SEND or Primary area of Need (PAN) identified from the following. Some SEND needs will be in more than one broad area e.g ASD.

Cognition and learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, emotional and mental health (SEMH) difficulties include:

- Behavioural, emotional and social difficulties
- ASD
- ADHD

Communication and interaction needs include:

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-Sensory impairment (MSI), and
- Physical disability (PD).

A student who is identified as needing provision **additional to or different from** that provided as part of normal class activities will need to be discussed with the SENCo if despite receiving differentiated learning opportunities he /she:

- Makes little or no progress even when teaching approaches are targeted particularly in a young person's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which do not respond to behaviour management techniques employed by the school;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the young person's own learning or that of the class groups, despite having an individualised behaviour management programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

IDENTIFICATION

We accept the principle that pupils' needs should be identified and met as early as possible. Please see appendix 1 for how we identify SEND at Shelton Junior School. The SENCo also uses whole school tracking data as an early identification indicator and liaises closely with our feeder infant schools. The observations of staff in school and any parental concerns are also noted.

The SENCo maintains a register of pupils identified through the procedures listed. This list is reviewed consistently throughout the term and any changes are informed by and to, parents and teachers

ASSESS, PLAN, DO, REVIEW

SEND support in school is based on four types of action

ASSESS, PLAN, DO & REVIEW

Assess

We use a number of additional indicators of special educational needs.

- the analysis of data
- following up teachers concerns from observations in class
- following up parental concerns
- reports from TAs in contact with the child
- tracking individual pupil progress over time
- liaison with feeder schools on transfer

- information from previous schools
- information from external agencies
- analysis of behaviour monitoring

Plan

Where it is decided to provide a pupil with SEND Support, the parents **must** be notified. The teacher should agree in consultation with the parent and the pupil the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions.

Review

Targets are to be reviewed at the end of a strategy and/or intervention, with input from the student, parent/carer, teachers, and learning support staff and outside agencies (if applicable).

Students with an Education and Health Care Plan have set short term targets which have been established after consultation with the parents/carers and the individual student and include targets identified in the statement of SEND.

These targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers.

All EHC plans will be reviewed annually with the review taking place in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made to the plan. Students participate in their Annual Reviews by:

- Attending their review meetings
- Offering their opinion and advice in the setting of targets
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

The SENCO, class teachers and TA's will then discuss the outcome of the in-school review and inform the LA representatives. At the Annual Review at the end of KS2 the aim should be to give clear recommendations as to the type of provision required at secondary school

STUDENT VOICE

Pupils are invited to submit their views in writing as part of their annual review as well as to attend the review itself. We ask all pupils to contribute to the setting of their own targets and strategies.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the Special Educational Needs and Disability Information and Support Service (SENDIASS)

SEND INFORMATION REPORT

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

ALLOCATION OF RESOURCES

- Resources are allocated to support children with additional needs as identified above.
- Each year we map our provision to show how we allocate human resources to each year group, this is also reviewed regularly.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Where necessary specialist equipment, books or other resources that may help the child are purchased.

- Teachers in each year group are regularly given the opportunity to compile a ‘wish list’ of SEND resources which are appropriate for children in their class.

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the class teacher/SENCo. Alternatively the head teacher is available by appointment. In cases where an agreement is not reached the governor responsible for SEND can be contacted.

EVALUATING THE SUCCESS OF THE SEND POLICY

The following procedures provide evaluative points for assessing the effectiveness of Shelton Junior School’s SEND policy:

- Governing Body to review the policy.
- SENCo to monitor day to day use of the policy and keep it updated.
- Pupil assessments for review meetings.
- Pupil Progress Meetings.
- Pupil and parent views relating to the statutory review of SEND need.
- Evaluation of targets and the setting of new ones.

REVIEW OF THE SEND POLICY

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Data will be processed to in line with the requirements and protections set out in the General Data Protection Regulation.