



SUNDON PARK JUNIOR SCHOOL

Special Educational Needs and Disability (SEND) Policy

Contents

Introduction	2
Rationale	2
Fundamental Principles	2
Equality and Inclusion.....	2
Participating in decision making	2
Educational expectations.....	3
Graduated approach	3
Individual Response to Pupils Needs	4
Areas of Special Needs	4
The Four-part cycle: Assess, Plan, Do, Review	4
AEN.....	5
School Action	5
School Action Plus	5
Requesting an EHC Plan.....	5
Internal Organisation.....	6
The roles of the SENCO and SENDA.....	6
SEN In-Service Training	6
Admission Arrangements for Pupils with SEN	6
Provision for all pupils with SEN.....	7
Allocation of Resources	7
External Support Services	7
Looked After Children.....	7
Criteria for Evaluating Success	7
Implementation of Policy	7
Complaints Procedure	7
Evaluation and Review by the Governing Body	8

INTRODUCTION

Rationale

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her in accordance with Part 3 of the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (April 2014)

Fundamental Principles

- A child of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools
- A child with special educational needs should have their needs met. This requires us to support the child and the child's parents in order to facilitate the development of the child and to help them to achieve the best possible educational and other outcomes.
- The views, wishes and feelings of the child and the child's parents must be sought and taken into account.
- It is vital that the child and their parents participate as fully as possible in decisions. To enable them to do so, we will do our best to provide them with the necessary information and support.
- Parents have a vital role to play in supporting their child's education. We will enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.
- Children with special educational needs will be offered full access to a broad, balanced and relevant education, including an appropriate National Curriculum. They will be included in all the opportunities available to other children so they can achieve well.
- We will adopt a graduated approach in which the cycle of support will give access to increasingly frequent reviews and specialist expertise.
- Provision for children with special educational needs is a matter for **the school as a whole**.

Equality and Inclusion

Under the Equality Act 2010 all children are entitled to an education that enables them to make progress. All schools have a duty towards individual disabled children and children with SEN to prevent discrimination and to promote equality of opportunity which focuses on inclusive practice and removing barriers to learning.

At Sundon Park Junior School (SPJS) we will do our best to "improve outcomes, with high aspirations and expectations for children with SEN" so that they can achieve and become confident individuals going on to live fulfilling lives. We support pupils with a wide range of SEN. In collaboration with the Local Authority (LA) and other local education providers we shall endeavour to do our best to explore how different needs can be met most effectively.

Participating in decision making

We will strive to involve the child and their parents in decision making by:

- Where a child is known to have a special educational need a representative from the school will meet with the parents and child prior to admission to the school to discuss their needs and

to begin the process of ensuring these needs are met. This meeting will normally be carried out by the Special Educational Needs Co-Ordinator (**SENCO**) or the Specialist Teaching Assistant with responsibility for Special Educational Needs (**SENDA**).

- When a child is identified as having a special educational need whilst on roll at SPJS a representative from the school will meet with the parents and child to discuss their needs and to begin the process of ensuring these needs are met. This meeting will normally be carried out by the SENCO or the SENDA.
- Where a statutory assessment has been carried out leading to a Statement of Special Educational Needs (a Statement) or Education, Health and Care Plan (EHCP), parents and the child will be involved in all reviews.
- Where a child is identified as having a special educational need requiring SEN Support, the child and the child's parents will be involved in the Personal Learning Profile (PLP) reviews at least three times per year, including prior to transfer to High School. This will normally be facilitated by the class teacher.

Educational expectations

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

We will

- Use our best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.
- Track precisely where children with SEN are in their learning and development.
- Ensure decisions are informed by the insights of parents and those of children themselves.
- Have high ambitions and set stretching targets for children with SEN.
- Track their progress towards these goals.
- Keep under review the additional or different provision that is made for them.
- Promote positive outcomes in the wider areas of personal and social development.
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Graduated approach

We have adopted a graduated approach of action and intervention as set out in the Code of Practice: 0 to 25 years (April 2014) This SEN support will take the form of a four-part cycle: assess, plan, do, review. Through this, earlier decisions and actions are revisited in order to match intervention to the SEN of the child.

In identifying a child as needing additional support the class teacher, working with the SENCO and SENDA, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's monitoring of pupil progress, attainment, and behaviour.

A child requires special educational provision if:

- The child has a significantly greater difficulty in learning than the majority of others of the same age, or
- The child has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

INDIVIDUAL RESPONSE TO PUPILS NEEDS

Areas of Special Needs

The Code of Practice: 0-25 Years (April 2014) has identified four broad areas of special needs. They are as follows:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

Classifications used at SPJS when considering the needs of a child:

Classification	Initials	Key worker	Specialist support	Internal Support	Personal Learning Profile
Additional Educational Needs	AEN	Class teacher	No	Yes	No
SEN Support - School Action	SA	Class teacher	No	Yes	As needed
SEN Support - School Action Plus	SA+	Class teacher SENDA BSAdmin ¹	Yes	Yes According to need	Yes
Child in need of EHCP		SENDA BSAdmin	Yes	Yes	Yes
Education, Health and Care Plan	EHCP	Yes	Yes	Yes	Yes

The Four-part cycle: Assess, Plan, Do, Review

Before a child is considered against the categories above, the class teacher will monitor them closely. They will discuss the concerns with the SENCO/SENDA and the parents and look carefully at such matters as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively. If specific gaps in learning are identified then the child will be categorised as AEN and appropriate internal support from school staff given. If a specific learning difficulty is suspected then SEN support at classifications SA or SA+ may be considered.

The four-part cycle for PLP² and ECH Plans is as follows:

- **Assess** – to identify the child's needs
- **Plan** – interventions and support will be put in place with an expected outcome and timescale
- **Do** – the class teacher and/or support staff will implement interventions and assess progress
- **Review** – the effectiveness and impact of the intervention will be evaluated along with the views of the child and parent.

¹ BSAdmin - Behaviour Support Administrator

² PLP - Personal Learning Profile

AEN

Where a child is identified as having **Additional Educational Needs**, interventions are put in place to help to close the identified gaps in learning. If a child is displaying challenging behaviour then the actions identified in the school Behaviour Policy regarding Behaviour Support Plans will be used.

School Action

Where a child is identified as **School Action**, internal interventions are put in place to support learning and/or behaviour of the child. The progress of the child will continue to be closely monitored through a provision map by the SENCO/SENDA/BSAdmin. Parents will be consulted about this additional support and kept informed regularly about progress.

This support may take the form of:

- Different teaching strategies, classroom management or curriculum materials
- Use of technology, including information technology
- Small group work or individual support for short periods of time.

School Action Plus

If a child continues to cause concern, the SENCO/SENDA will request parental permission to seek additional support and advice from external specialists relevant to the child's needs. Consultation may take place at any point through the year and at the termly School Liason Meeting with specialists from the Local Authority (LA) and any other relevant professionals.

This support may take the form of:

- Identification, observation and assessment of pupils
- Use of technology, including information technology
- Specific advice on teaching strategies for the class teacher
- Professional development of teachers working with pupils with SEN

The SENCO/SENDA and class teacher consider the advice given and review the child's PLP termly. This review takes into consideration the pupil progress and the views of the parents and the child.

Where a child is identified as **School Action Plus**, the class teacher, in consultation with the inclusion team, child and parents, develops a Personal Learning Profile (PLP).

A Personal Learning Profile (PLP) will outline the interventions, learning strategies and intended outcomes for the child. This uses a small-steps approach, by breaking down the existing levels of attainment into finely graded steps and targets, to ensure that children experience success. A PLP records targets and strategies that are additional to or different from normal class differentiation. It will identify the nature of the child's difficulties, the targets of the curriculum area to be achieved within a given timescale, the strategies used, the staff involved and any pastoral care or medical arrangements. This will be reviewed a minimum of three times per year taking into consideration the pupil's progress and the views of the parents and the child.

Requesting an EHC Plan

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If, despite the school having taken relevant and purposeful action to meet the SEN of a child, the progress expected has not been made, the school and parents will discuss and consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of its SEN support. This evidence is collated by the SENCO/SENDA and will be in the form of relevant

paperwork including reports, assessments, examples of work, PLPs, parent's views, pupil's views and records of communication with specialists.

The Statutory Provision Assessment Group (SPA) then considers the need for an Education, Health and Care plan (EHCP). If appropriate, the EHCP is implemented and the provision is reviewed annually by lead professionals. Parents and the child will be included in review discussions. The Local Authority (LA) provides information, support, advice and guidance to the parents of children with SEN including the provision of a statutory Parent Partnership Service and Mediation Service. This information can be found at:
<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

INTERNAL ORGANISATION

The roles of the SENCO and SENDA

The SENCO has responsibility for the day-to-day operation of SEN policy and coordination of specific provision made to support individual pupils with SEN including those who have EHC Plans. The SENDA will maintain individual records and profiles for all pupils with SEN and ensure that staff regularly write and work on children's PLPs. Both the SENCO and SENDA provide professional guidance to colleagues and will work closely with staff, parents of children with SEN and other agencies. They will liaise with other schools, chair and organise School Liaison Meetings and ensure up to date information is available for external agencies.

In order to facilitate the early identification of pupils with SEN, the SENCO and SENDA liaise with the infant school before the children transfer at the age of 7 years. Those children who have difficulties are identified and all relevant documentation compiled for the start of the new academic year. Records of any other children with SEN, who transfer part way through an academic year, are requested from their previous school.

When a child transfers to another school all relevant papers will be passed on to the SENCO of the new school.

In the case of transfer to secondary school the SENCO and SENDA will liaise with the relevant staff and SENCO from the secondary school. In addition, when children with EHC Plans are due to transfer to secondary school, the SENCO from the school concerned is invited to attend the review and a transition plan is drawn up.

We encourage and support integration programmes involving children who live within catchment and who attend special schools.

SEN In-Service Training

The SENCO and SENDA will attend relevant courses and will cascade information, if appropriate, to other staff, both teaching and non-teaching. INSET may be given from outside agencies. Governors will be informed of, and encouraged to attend, suitable training.

Admission Arrangements for Pupils with SEN

These will not differ from those of other children unless there is a medical condition needing special facilities or a physical condition needing building modifications. In either case there will be prior consultation between parents, school staff, the LA and the Health Authority. Individual healthcare plans will be considered and provision will be planned and delivered in a co-ordinated way. We are currently aware that the nature of parts of the school building may preclude the admission of children who are not physically mobile.

PROVISION FOR ALL PUPILS WITH SEN

Allocation of Resources

Schools are provided with financial resources to support those with additional needs, including those with SEN and disabilities. An amount is identified within the schools overall budget although this is not ring-fenced.

An amount is agreed by the Governing Body each year to maintain a central store of SEN support materials which are available to all staff. The budget holder for this is the SENCO.

The major part of the allocation is used to employ support staff who work:

- within the classrooms
- away from the main classroom providing intervention, or
- providing one-to-one specialist support overseen by the class teachers.

External Support Services

The school holds termly School Liaison Meetings involving the SENCO, the SENDA, and professionals from specialist services. Support from these services will be sought as required. This will ensure that any children causing concern are discussed and appropriate action taken as necessary. The SENCO or SENDA will co-ordinate any support from external agencies including health and social services.

Looked After Children

The Children and Families Act 2014 requires every local authority to appoint a Virtual School Head (VSH). The VSH tracks the progress of looked after children including those that have SEN. We will work closely with the VSH as well as with social workers and other specialists to ensure that joined up processes for meeting the SEN of looked after children are not compromised.

The Designated Teacher for looked after children in school will work closely with the SENCO and SENDA. In the case of an EHCP assessment being required this will be carried out in the shortest possible timescale to avoid breakdown in their care placement.

CRITERIA FOR EVALUATING SUCCESS

The success of this policy will be measured by the implementation of the following:

- Early identification of a child's needs
- A PLP being in place for a child at School Action or School Action Plus
- Evidence of improved performance of a pupil with SEN
- Evidence of improved self-image of a pupil with SEN
- Parental involvement at every stage of a child's progress with regular contact between home and school
- Annual, formal EHC Plan reviews
- On-going reviews of PLPs

Implementation of Policy

Priorities for SEN are identified in the School Improvement Plan and reviewed annually.

Complaints Procedure

If a parent is dissatisfied with the school's provision to meet their child's special needs, a complaint should be made in the following order:

- To the SENCO, who will respond within 5 working days.
- To the Headteacher, who will respond within 5 working days.
- To the Chair of Governors/Governor responsible for SEN, who will respond within 21 working days.
- To the Local Authority.
- Finally, the parents can complain to the Secretary of State for Education.

The school endeavours to maintain a close relationship with parents and it is hoped that complaints can be dealt with effectively through the SENCO and/or Headteacher.


Evaluation and Review by the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governor responsible for SEN is Mrs Devine who, after consulting with the SENCO, reports to the Governing Body. The Governors Annual Report to parents includes a section on SEN.

The Governing Body reviews this policy triennially or as necessary or when recommended to do so by LBC

Agreed by Governors on 9th July 2014

Signed by Chair of Governors: 

Next review date: July 2017 or as required.