



Godalming Junior School

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If you have any concerns you should contact our Designated Safeguard Lead, Adam Samson, Andrea Crook or Karen Sutton

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

This policy was reviewed: Autumn 2017

This policy will be reviewed next: Autumn 2018

This policy will be reviewed by: The Safeguarding Committee

Introduction:

Godalming Junior School is committed to providing an appropriate and high quality education for all pupils. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. We encourage effective parent/carer and school partnership.

The policy has been created to set out the key aims and objectives of Godalming Junior School in relation to special educational needs and disabilities and how we intend to achieve these within our setting. The policy will be reviewed annually. The policy is available to all parents on the school's website and paper copies can be requested at the school office.

Policy Development

This policy was created by the school's SENDCo (special educational needs and disabilities co-ordinator) in consultation with the SEND governor, the senior leadership team, staff and parents of pupils with SEND.

The policy should be read in conjunction with all other school policies but with appropriate reference to Learning and teaching, Behaviour Management and Equality Policies. This policy complies with the statutory requirement laid out in the Special educational needs and disability code of practice: 0 to 25 years (DfE, 2014, updated 2015).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It has also been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- Schools' SEN Information Report Regulations 2014
<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

The named Governor for SEND is Ellen Rinttila.

Definition of Special Educational Needs:

At Godalming Junior School we use the SEND Code of Practice (2014) definition of SEND.

Children have a special educational need if they have a learning difficulty which calls for special educational provision to be made for them:

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of the children of the same age; or
2. have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the education authority.

We are committed to the early identification of needs. We adopt a graduated response, aiming to target provision at the right time, as recommended in the SEND Code of Practice 2014. This approach recognises that there is a continuum of special educational needs and that a range of strategies and classroom resources should be put in place before calling upon outside resources.

In the 2014 SEND Code of Practice, four main areas of special educational need are identified:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory / physical

Roles and Responsibilities:

It is a responsibility of the whole school to meet the needs of the children with SEND.

The Governing body has a mandatory responsibility towards the children with SEND.

Their responsibilities include:

- The SEN and Inclusion policy is in line with the requirements of the education and disability Acts and SEN Code of Practice.
- Access to the policy is readily available to all staff including supply staff.

- The policy is clearly articulated and consistently applied.
- SEN records are maintained by all staff and kept up to date.
- The Governing Body will receive details regarding the success of the SEN and Inclusion policy, and any changes to it.
- The policy is available to parents on the school website.

The SENDCo's responsibilities include:

- Determining the strategic development of the SEND and Inclusion policy and provision with the Headteacher and Governing Body
- Overseeing the day to day operation of the SEND policy
- Coordinating the provision for SEND children through the development of the provision map
- Managing the professional role of the Learning Support Assistants
- Advising the supporting school staff
- Contributing to the professional development of staff
- Monitoring children's progress and setting targets for improvement.
- Ensuring that Provision Maps are in place, and reviewed.
- Ensuring that Statements or Education, Health and Care Plans (EHCP) are in place for those who need them and that they are reviewed annually.
- Ensuring that relevant information about SEND children is collected, recorded, updated and disseminated.
- Meeting with the SEN Governor termly to keep her informed of progress so that she can maintain an overview of the support provided for SEND pupils and to discuss areas for development.
- Liaising with external agencies including SEND management, External Educational support agencies and Health and Social Services.
- Ensuring liaison between parents, outside agencies and other professionals

Class Teachers' responsibilities include:

- Ensuring that the needs of all children in his/her class are met through a differentiated curriculum and suitable deployment of support staff.
- Familiarising themselves with children's records and information regarding their SEN children
- Supporting children in achieving their Provision Map expected outcomes.
- Keeping the SENDCo informed of any changes to need or circumstances
- Using advice and strategies suggested by outside agencies
- Informing the SENDCo of their concerns, or concerns expressed by parents
- Involving pupils at an appropriate level in planning their own learning.

The Learning Support Assistants' responsibilities include:

- Supporting groups or individual pupils in accessing the curriculum under the directions of the class teacher and the SENDCo
- Providing feedback to the teacher regarding children's progress in class lessons.
- Providing feedback to the class teacher regarding children's progress in achieving Provision Map expected outcomes

- Keeping records of their work with individuals or groups

Parents/Carers support their child by giving encouragement, attending meetings and reviews.

Aims and Objectives:

Aims:

In our school, a secure and caring atmosphere encourages the children to learn in an attractive, rich and stimulating environment. We provide a broad, balanced and carefully planned curriculum, which enables us to recognise the needs of individual children and their differing abilities and interests. We want all children to achieve their full potential and feel they are a valued part of the school's community. We have high expectations for all our children, including those with SEN, and strive to ensure needs are identified and addressed as soon as possible. At Godalming Junior School we all work together to achieve the best possible outcomes for children with SEND and all members of the teaching team are responsible for the well-being, attainment and progress of children with SEN.

Objectives:

- All staff will have a clear understanding of their roles and responsibilities with relation to children with SEN.
- All children will have access to a broad, balanced and carefully planned curriculum which takes into account their differing abilities and interests.
- Parents and pupils will play a central role within the decision making process when discussing and planning support for children with SEN.
- Godalming Junior School will have clear systems in place for identifying, monitoring, planning, assessing and reviewing provision for children with SEN.
- All staff will receive training and support in order to identify, plan and monitor children with SEN.
- Godalming Junior School will monitor and evaluate its provision for SEN through the use of whole school provision mapping to ensure all support is effective.
- Children with SEN will have the same expectations regarding their progress as their peers.

Admission arrangements:

We welcome all children to Godalming Junior School and endeavour to ensure that the appropriate provision is made to cater for their needs. Pupils with EHCP or Statements are fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps to prevent the incompatibility.

The school admits pupils irrespective of their gender, race disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's Admission policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

Arrangements for Co-ordinating SEND Provision:

THE SEND Code of Practice recommends that when a child is identified as having special educational needs the school should provide support which is additional to or different from those provided as part of the school's differentiated curriculum.

The graduated approach:

The school adopts a graduated approach to identifying SEND as recommended in the SEND Code of Practice 2014. This approach comprises a four part cycle called ASSESS-PLAN-DO-REVIEW.

Quality First Teaching

The first response to any concern over a child's progress should be high quality teaching focused at the area of weakness. This is referred to as 'Quality First Teaching'. Teachers at our school recognise that they are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from assistant teacher or other specialist staff. Additional interventions and support cannot compensate for a lack of high quality teaching every day. The senior leadership team has robust systems for reviewing the quality of teaching available to all pupils. Where needed training and support are put in place to ensure all staff have the strategies and skills needed to support all children within their classroom.

Should a child be identified as not making expected progress despite high quality teaching then the school will begin the four part ASSESS-PLAN-DO-REVIEW cycle. An initial meeting will be held between the class teacher and parents to identify a child's particular difficulties and the additional support that may be needed to address these difficulties. A date will be set for reviewing the support and the next steps with parents.

SEN Support

Where little or no progress has been made despite additional focused support it may be decided that a child has a special educational need and will need support at the 'SEN Support' level. At this point a child will be recorded on the SEND register. The class teacher and SENDCo will create a SEND Support Plan that sets out an overview of the child's needs, a record of agreed outcomes and the provision in place to support the child in achieving these outcomes. The outcomes

are shared with the child and the parents receive a paper copy to inform them of the additional support. The SEND Support plan is reviewed at least once per term following the ASSESS-PLAN-DO-REVIEW cycle and levels of support may vary depending on the needs of the child.

We provide a wide range of arrangements such as:

- Small group work or individual support within the classroom
- Additional small group support in maths and literacy
- Groups for catch up phonics, spelling, phonological skills, social skills and language programmes outside of the classroom.
- Behaviour monitoring charts and reward systems
- Individualised programmes of work
- Increased use of laptop and ICT
- Use of symbols to aid understanding

All provision is recorded by the SENDCo on the whole school provision map. Amendments are made to support based on the child's progress in relation to their child centred outcomes and national curriculum assessments.

Should a child need further support or more specialised assessments to help them make progress a referral can be made to the appropriate outside agency by the SENDCo. We work closely with professionals such as speech and language therapists, educational psychologists and occupational therapists to ensure specialist expertise is sought where needed.

In a small number of cases, despite targeted additional intervention and involvement of specialised agencies, a child may need further support to make expected progress. At this stage of the graduated approach a request for an education, health and care assessment can be made to the LA.

Further information on applying for an Education, Health and Care Plan can be found on Surrey's local offer website: www.surreysendlo.co.uk

Arrangements for Complaints:

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCo.

In the event of a formal complaint, parents are advised to contact the Head teacher. The Complaints Procedure Policy is published on the school website. The Surrey Parent Partnership (S.P.P) helpline is available for parents who wish further information or support. The service can be contacted on 01737 737300 or spp@surreycc.gov.uk

Specialisms:

The school does not have a special unit

Accessibility Arrangements:

Godalming Junior School has experience in supporting children with a variety of needs. The main school building has classrooms situated on the ground floor and therefore does not require the installation of a lift. The entrance doors are double doors and wide enough for wheelchair access, although they are not automatically activated. There are no disabled cloakroom facilities in the building. Access to the dining room, library and cook room have proved to be difficult as the steps are steep by nature and the installation of a ramp would be a challenge. There is access at the back of the building, but the current entrance would not be wide enough for a wheelchair.

Professional development for teaching and support staff is detailed in the annual development plan which is updated in the autumn term of each academic year.

Allocation of resources:

The delegated SEND budget is used for the SENDCo salary and support assistants. A budget is also allocated each year according to the resources needed to carry out SEN provision. Children with an EHCP are provided with additional funding from Surrey County Council.

The delegated budget is used directly to support children with Special Educational Needs and disabilities through the teachers, HLTA and LSA support throughout the school. Support is given within the classroom, on an individual basis or as part of a small group according to a child's level and area of need.

The classrooms contain support materials to address children's needs in Literacy and Numeracy and other subject areas, including games, differentiated activities and ICT based learning platforms.

Monitoring of SEND:

The school has robust assessment systems in place to monitor the progress of all children each half term. Children identified as requiring SEN support may require more specialised assessments to gain a deeper understanding of their needs and the results of these inform the provision in place e.g. phonics screenings. In addition to assessment information the senior leadership team undertake regular observations and work sampling to monitor the progress of pupils with SEND. Pupil conferencing and questionnaires are also used to monitor, review and improve current practice in relation to pupils with SEND.

All additional support and intervention is recorded by the school's SENDCo on the whole school provision map each term. At the end of each term class teachers inform the SENDCo of whether the outcomes set for the child have been achieved

and whether the provision in place has been effective. This information is recorded on the whole school provision map and analysed in detail to ensure the school is delivering effective additional support across the school and any weaknesses are swiftly addressed.

Staff Development:

The SENDCo attends regular network meetings to update and revise developments in Special Educational Needs and Inclusion. SEND issues are raised in staff meetings and Staff are involved with further training in line with the school development plan. The SENDCo will deliver INSET related to SEND teachers and support staff. The SENDCo meets with new staff and NQTs to induct staff on SEND policy. Regular meetings between the SENDCo and LSAs take place to discuss issues from which training needs may arise. These will be dealt with in-house or through input from external agencies.

Support agencies involved with school:

The Multi Professional team consists of the Educational Psychologist, Behaviour Support Teacher, Learning and Language Support Teacher, The School Nurse, Educational Welfare Officer and Social Services Locality Team staff. The involvement of the multi professional team is mapped out at a yearly planning meeting, which usually takes place in the Autumn Term.

Involvement of these professionals is by referral. Referral to the Educational Psychologist, Behaviour Support or Learning and Language Support requires parental permission. These professionals provide consultation to school staff about SEND issues and individual pupils. The Educational Psychologist becomes involved once Behaviour Support or Learning and Language Support have been involved for at least a term.

Further agencies to support pupils with SEND are:

- Physical and Sensory Support Service
- Health Professionals:
- Speech and Language therapist
- Occupational Therapist
- Physiotherapist

Home School Link Worker (HSLW)

The school is fortunate to have a Home-School Link Worker, **Mrs Karen Sutton**, who is in school on a **Monday** and **Thursday** and may be contacted directly through the school office. She can offer practical help and advice to parents/carers on a broad spectrum of home concerns which may be affecting the well-being and progress of their child in school. Issues might include difficulties with homework, poor sleep patterns, family crisis, frequent absence or lateness, health and social issue.

The HSLW works with children individually and in small groups on social skills and self-esteem development. She can be approached by children who need to speak

to an adult in confidence. She has Child Protection training and liaises with support services such as Educational Welfare Officer, Health Visitor, School Nurse and Social Services. Class teachers and the SENCo may alert the HSLW if there is a concern they would like discussed.

Links with other educational establishments and transition arrangements:

The SENDCo liaises with SEND staff at feeder schools and meets with staff from local Secondary Schools at transition.

The SEND file is passed to receiver schools.

The SENCo will visit infant feeder schools and organise:

- Visits by children from feeder school to school events
- Year 2 children visit school for Orientation days
- Pre-transfer visit in Summer term by Year 2 children from feeder schools.
- SENDCo visit to feeder schools to discuss children before transfer
- Liaison with classteachers at infant and Godalming Junior with respect to specific needs.
- SENDCo or Year 3 staff attend annual reviews of any Year 2 children with an EHCP who will be transferring to Godalming Junior.

The SENDCo will visit secondary schools and organise:

- Visits by Year 6 children to Secondary School for activity days
- Pre-transfer visit to Secondary schools by Year 6 children during summer term
- Liaison between SENDCos from Secondary Schools and SENDCo and Year 6 staff to discuss transfer arrangements for children on the Code of Practice.
- SENDCos from receiving Secondary Schools invited to Annual Reviews of children with EHCPs.
- Outreach visits by teachers from Specialist Schools.

Pupil Participation

Pupils are encouraged to express their own views and have a right to receive and make known information to have their opinion taken into account in any matters affecting them. The views of children are given due consideration according to their age, maturity and capability.

Children contribute to the review of their differentiated provision and evaluate their progress towards the targets set. Where appropriate, children also attend EHCP review meetings.

Appendix A

Glossary of SEND terms:

Below are a list of common abbreviations used when discussing SEND.

ASD - Autistic Spectrum Disorder
BSS - Behaviour Support Services
CAMHS - Child and Adolescent Mental Health Services
CIC - Child in Care
CP - Child protection
CPD - Continuing professional development
EAL - English as an Additional language
EHA - Early Help Assessment
EHCP - Education, Health and Care Plan
EP - Educational Psychologist
Ever 6 - Children who have been on Free School Meals in the past 6 years
FSM - Free school meals
GRT - Gypsy/Roma traveller
HSLW - Home School Link Worker
LAC - Looked After Child
LLS - Language and Learning Support
LSA - Learning Support Assistant
OT - Occupational therapy/therapist
PRU - Pupil referral unit
SALT - Speech and language therapist
SEN - Special Educational Needs
SEND - Special Educational Needs and Disabilities
SENDCo - Special Educational Needs and Disabilities co-ordinator
SLCN - Speech, Language and Communication Needs
SpLD - Specific Learning Disorder
TA - Teaching assistant
TAF - Team around the family meeting
VI - Visual impairment