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Harnham C.E. Junior School

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Harnham C of E Junior School

Special Educational Needs and Disabilities Policy and Information Report

Safeguarding Statement

At Harnham C of E Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Harnham C of E Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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SENDCo – Mrs Trish Winters

SEND Governor - Mrs Jeanne Ross

1. Aims

At Harnham Junior School, we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted therefore raising the aspirations and expectations for all pupils with Special Educational Needs and/or disabilities (SEND). Our school provides a focus on outcomes, independence and pupil centred learning for children and young people. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

School Belief:

Every teacher is a teacher of every child including those with SEN and/or disabilities.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENDCos) and the SEN information report

3. Definitions

A child might be described as having special (or additional) needs if they have a learning difficulty or a disability that requires support that is different from or additional to that provided for other children of the same age at Harnham Junior School.

The Equality Act defines a disabled person as a person who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Mrs Trish Winters, she will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor is: Mrs Jeanne Ross

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

5. SEN information report

5.1 Admission Arrangements

Normal admission arrangements apply. (See Admissions Policy) The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school

- No child will be denied admission because of his or her creed, race, physical ability or academic attainment.
- Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met.
- If a child is transferring into the school with an Educational Health and Care Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the Local Authority to ensure that their needs can be met.

Our school currently provides additional and/or different provision for a range of needs, including:

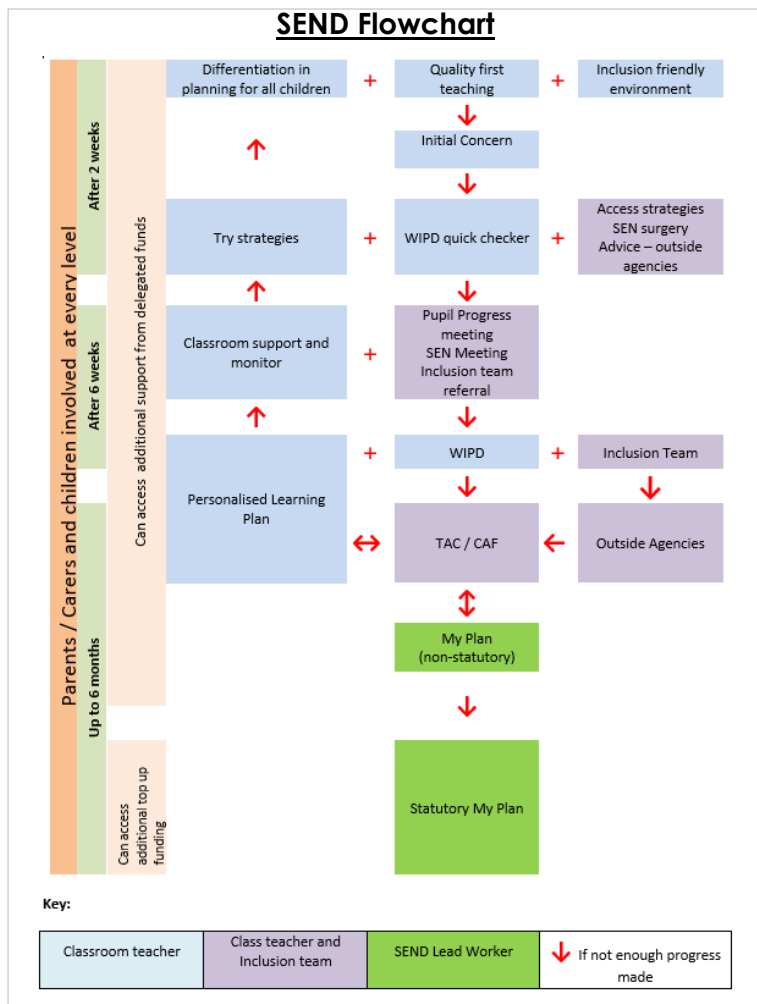
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Where possible we will try to assess and meet the needs of the whole child within the classroom through ensuring that our planning, teaching and approaches are child centered and inclusive. However, where a child fails to make adequate progress, the class teacher will consult the SENDCo who will, in conjunction with the child and parents/carers, review the strategies and approaches currently being used and how these might be developed.

The Graduated Approach to providing SEN support:



1. Quality First Teaching

In all classes, teachers are responsible for the teaching and learning of all pupils in their classes; including those with SEN. The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.

2. GRSS Quick Checker and School Support

If a child is below age related expectations or has made less than adequate progress then they are assessed against the Wiltshire Graduated Response to SEND Support (WGRSS) and, if appropriate become 'school support'. Parents will be kept informed at all stages and the child will be put on the SEN register.

When we have an initial concern, it is most likely that your child's class teacher will approach you informally or at one of our three parent – teacher meetings we have each year. At this stage we discuss our concerns and how we are teaching within class or additional small group activities to support your child.

These children may have provision in or out of class and this will be noted on their class provision map. If the pupil's progress is not accelerated as a result of this provision, then the school may seek advice from outside professional agencies.

The teacher, with support from the Special Educational Needs and Disabilities Coordinator (SENDCo), will be responsible for planning additional small group or in-class support for your child. Parents are informed about the level of support at each stage during our three times a year parent- teacher consultations, however, informal consultations throughout the year are welcome and you can contact the SENDCo for an appointment using the above contact details.

3. My Support Plan

If your child needs further support the SENDCo and the class teacher and child set specific targets on a 'My Support Plan'. Support may be in class, as part of a small group or a 1:1 programme. For additional support, we can refer your child to be seen by a member of the Wiltshire Learning Support Team including Educational Psychology service, Speech and Language Therapy service, Occupational therapy etc. These professionals may work directly with a pupil, but are more likely to provide strategies and support to his or her teachers and SEND school team. The 'My Support Plan' will be updated to include any new targets and strategies. At all stages parents are informed and support from parents is hugely beneficial, and necessary for best progress.

Children on My Support Plans require additional strategies and support. This support and/or intervention is noted on the class provision maps and clear targets are set on the My Support Plans. Outside agencies are consulted to provide additional support.

Generation of a 'My Support Plan' for a child

Following a review of the strategies at the initial SEND support level it may be decided to put a child on a My Support Plan. This is used when a child has special educational needs and/or a disability and requires support in the long term. The purpose of the My Support Plan is to understand a child's need, how they need to be supported and what they hope to do/achieve.

The 'My Support Plans' will be generated in full consultation with the parents, child, class teacher and the SENDCo. Outside agencies, who may already be involved with the pupil, will also be consulted. Together, a 'My Support Plan' will be generated with the child at its centre. Long term goals will be considered and then the short term goals that will be needed to fulfil these longer term goals.

The 'My Support Plans' will provide for:-

- the child's views and opinions and what is important to them
- the views of their parents/carers

- what makes the child a unique individual
- what is important for the child (e.g. health or communication needs) and how best to support the child
- how the child learns
- what is and isn't working for the child and their family
- who is important to the child
- hopes and dreams for the future including provision for transition
- shared action plan with short term targets included
- support action required in order for targets to be achieved
- review against targets

With the parent/carer's consent the My Support Plan will be registered with Wiltshire Council so that any further help in the form of external agencies can be accessed. The 'My Support Plans' will be jointly reviewed three times a year and a meeting with the parents will be arranged.

(If the child's needs involve safeguarding issues, then it may be more appropriate to complete an Early Help ESA or if concerns are serious then concerns must be reported directly to the Multi-Agency Safeguarding Hub. Please see the Safeguarding Policy for further guidance.

The designated teacher for Child Protection is Mr L Coles, Headteacher

Requesting an Education, Health and Care Plan (EHC Plan) / Statutory My Plan

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for an EHC plan. (This may or may not result in the LA issuing an EHC plan.)

If the parent/carer is in agreement, the SENDCo will contact the SEND service to request that a SEND lead worker be appointed to the child. The SEND lead worker will be a single point of contact and who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information. The SEND lead worker will attend the My Support Plan review and provide advice to the parent/carer and school as to evidence required for the statutory assessment process. If the LA decide to go ahead with the statutory assessment the SEND lead worker will co-ordinate the assessment and write a draft EHC Plan in conjunction with the parent/carer, child, external agencies and school to submit to the LA.

Where a child already has an EHC Plan, the school will carry out an annual review. The parent/carer, child, SEND lead worker, the LA, outside agencies, SENDCo and the class teacher will be invited to attend.

The EHC Plan will ensure a collaborative, joined up approach to support the child. Parents/carers of children with a Statutory EHC Plan have the right to request a personal budget. If this is requested, the SEND lead worker and the LA will provide support on this.

4. Educational Health and Care Plan

A child receives additional support in or out of class funded by the Local Authority in conjunction with on-going school targets and differentiation.

Parents/Carers will be consulted at all stages of support.

5.3 Consulting and involving pupils and parents

We will have an early identification discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support. At each stage of SEN Support you will be informed and asked to attend meetings so that we can all work together to find the best provision for your child.

5.4 Assessing and reviewing pupils' progress towards outcomes

In accordance with the new SEND Code of Practice (2015), Harnham Junior School uses the 'Plan, Do, Review' approach:

- **Assess** – Once concern for a child's progress has been raised, the teacher will carry out an analysis of the pupil's needs with the support of the SENDCo where necessary.
- **Plan** – Any interventions or support strategies will be discussed in consultation with the parent/carers and the SENDCo. Interventions will be timely and measured for impact. A child may have personal targets set.
- **Do** – The class teacher remains responsible for working with the child on a daily basis and for monitoring the impact of any support. If work is as a group or on a one-to-one basis with another adult the teacher remains responsible for progress.
- **Review** – Class teachers with the support of the SENDCo will meet with parents at least three times a year to review progress. If the child has an Education, Health and Care Plan (in Wiltshire known as a My Plan) parents/carers will be invited to an Annual Review of progress and provision.

5.5 Supporting pupils moving between phases and preparing for adulthood

We understand that children may find it difficult moving from class to class or from one school to another. Towards the end of an academic year, class teachers meet to share information to help make the transition from one class to another as easy as possible. For children with SEND this might include additional meeting with parents, class teacher and

SENDCo, photographs, extra visits to the school and time with ELSA (Emotional Literacy Support Assistant) support.

For Year 6 children, the SENDCo will arrange to meet with transition workers and SENDCos from receiving secondary schools and, if necessary, a transition plan will be made. Children will meet those involved in their transition plan and parents will be kept informed and invited to attend these meetings.

5.6 Our approach to teaching pupils with SEN

At Harnham Junior School we value each child, their achievements and abilities. We offer inclusive, person-centred education that celebrates the successes of each and every pupil. Educational inclusion is equal opportunities for all pupils regardless of background, situation or ability. We plan and undertake teaching based on individuals' learning; after which we evaluate the impact of that teaching (through assessing the child's progress) and adapt further teaching as necessary.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Higher quality inclusive teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment

We are committed to all children reaching their full potential to become lifelong independent learners and, in order to achieve that, we need to change our provision so that children with SEND can access learning. We do this in a number of ways including:

- Planning for Personalised learning - which includes adapting planning so individuals have specific outcomes
- Withdrawing children for specific sessions; working as assessed groups or on individual programmes, so gaps in learning can be closed.
- Adult support in the classroom for specific tasks
- Liaising with outside agencies to receive the best advice and support
- Personalised timetables

The curriculum and learning environment can be adapted to support access to learning. These include:

- Enlarged print for texts
- Breaking down the curriculum targets into smaller steps
- Visual cues and timetables to support independence
- Additional resources, eg acetate coloured overlays for reading
- Specialist furniture
- IT resources
- Adapting buildings and furniture if necessary - for example, ramps for access

- Induction loops for children with hearing difficulties

5.8 Additional support for learning

When a child is on School Support interventions will be run internally by teachers and teaching assistants.

We have a number of teaching assistants who are trained to deliver interventions such as:

- Emotional Literacy Support (ELSA)
- Back on Track (Maths Basic Skills)
- Early Morning Reading (Fluency in reading)
- Music Therapy
- Play Therapy
- Cosy Club
- Gardening Club

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will usually complete a Wiltshire Diagnostic and Pathways Referral and discuss with parents/carers accordingly. Outside agencies that we refer to usually include, the Local Education Team including; the Educational Psychologist, Learning Support Team, Early Years Inclusion Service, Physical and Sensory Impairment Support Service team, Speech Therapist, Behaviour Support Team, Health and LA personnel. Any or all of these agencies may be involved.

5.9 Training and Resources

Most of the resources used by children having special educational needs are available within the classroom. Harnham Junior School has, 'Acorn Classroom' with the support of an ELSA (Emotional Literacy Support Assistant). Money may also be spent on further additional resources, staffing costs and time allocated to the SENDCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENDCo.

Through the monitoring and evaluating of our provision the SENDCo, with the Headteacher (CPD Leader), will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the School's Improvement Plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENDCo, and information provided during the annual evaluation of the school's overall SEND provision. Training is provided for Class teachers and TAs by the SENDCo and outside specialists to ensure all staff are up to date with current thinking and have a clear understanding of their roles and responsibilities.

5.10 Evaluating the effectiveness of SEN provision

The class or subject teacher will work with the SENDCo to 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 and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions half-termly
- Using pupil voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to: New Barn and Osmington Bay. Pre- visits are arranged at the end of Year 4 in preparation for the children attending the Year 5 New Barn trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Reasonable adjustments will always be made to ensure children can access these activities.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school Council
- Pupils with SEN are also encouraged to be part of Cosy Club to promote social skills and building of friendships.

We have a zero tolerance approach to bullying (refer to Harnham Junior School Behaviour Policy).

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCo or Headteacher in the first instance and follow the school's complaints procedure.

5.14 Contact details of support services for parents of pupils with SEN

Family Information Service - This service will provide general information and signposting service for parents/ carers about services and facilities in Wiltshire. To contact them please phone Wiltshire Council on 0300 0030 4573 or visit their website www.wiltshirefis.org.uk

Parent Partnership Service - This service will provide information, support and advice service to parents/ carers about their child's special educational needs. To contact them please phone Action for Children on 01225 769399 or visit their website www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership

Wiltshire Parent Carer Council – This service aims to improve local services for children with Special Educational Needs and/or disabilities.
https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

5.15 Contact details for raising concerns

The first person to contact is your child's class teacher. The class teacher is always the primary contact if you have any concerns regarding your child's educational or health care needs whilst at school.

Our SEND team includes our Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Trish Winters, SEND Administrator, Mrs Misha Jeffcoate and SEND Governor, Mrs Jeanne Ross.

The SENDCo has the overall responsibility for leading school development in Special Educational Needs and Disabilities

- Managing the operation of the policy

- Coordination and monitoring of provision
- Maintenance of records
- Link and contact for parents
- Link and contact for outside agencies

Contact information: (Monday – Thursday)

Phone School Office : 01722 327218

Email School Office : office@harnham-jun.wilts.sch.uk

Email SENDCo : sendep@harnham-jun.wilts.sch.uk

5.16 The local authority local offer

Wiltshire Local Offer:

<https://www.wiltshirelocaloffer.org.uk/send-service/send-support/>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Trish Winters, SENDCo, every year. It will also

be updated if any changes to the information are made during the year. It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy