Cove Junior School

Special Educational Needs and Disabilities (SEND) Policy

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SEND Governor: Mr C. Bevan

INTRODUCTION

The school places high importance on the SEND Policy document and, in conjunction with the Governing Body, regularly undertakes a thorough review of both policy and practice. This policy has been written in line with the SEND Code of Practice, 2015. The policy should be read in conjunction with the SEN Information Report. Both of these documents can be found on the school website.

At Cove Junior School, we value the abilities and achievements of all pupils, and are committed to providing the best possible learning outcomes for all pupils. We recognise that some children will need additional support to overcome their special educational needs or disabilities. This policy sets out how Cove Junior School will endeavour to meet the needs of these children.

THE SEND AIMS OF THE SCHOOL

Many factors can contribute to improving outcomes for children with SEND, and we believe that the best impact is achieved when parents, teachers and pupils work together.

At Cove Junior School we aim:

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible
- To provide a personalised curriculum appropriate to the individual's needs and abilities
- To ensure that teachers' planning is adapted to meet individual's needs and abilities
- To ensure that pupils with SEND have full access to all school activities
- To ensure that pupils with SEND are given the opportunity to develop confidence and independence
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment
- To ensure that pupils with SEND are involved in decisions affecting provision for their needs

SPECIAL EDUCATIONAL NEEDS

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools.

At Cove Junior School, we will ensure that parents are notified when SEND provision is being made for their child. The school considers parents of pupils with SEND as valued partners in the process and they and the pupils are encouraged to participate in the decision-making processes.

ADMISSIONS

The school's published admissions policy determines arrangements for the admission of pupils with SEND.

INCLUSION

Our SEND policy reinforces the need for teaching and learning that is fully inclusive, and which recognises the entitlement of all pupils to a broad and balanced curriculum. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

IDENTIFICATION, ASSESSMENT AND PROVISION

At Cove Junior School, we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. This policy makes it clear that all teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified, and where strengths and difficulties are unpicked. Whether the pupil is making progress is seen as a significant factor in considering the need for SEND provision.

EARLY IDENTIFICATION AND ASSESSMENT

Early identification of pupils with SEND is a priority, however, we understand that some difficulties only become evident as a child develops. All adults working within the school are alert to emerging difficulties and we ensure that we respond to these difficulties as early as possible. Parents may express concerns about their child's development and these should be considered carefully. In addition, we will also try to listen to and address any concerns raised by the children themselves.

The school will use appropriate screening and assessment tools, and monitor pupil progress through:

- Pupil progress tracking documents and meetings
- Pupil progress in relation to the National Curriculum Age-Related Expectations
- Standardised screening or assessment tools, such as Salford Reading, Language Link Assessment, Spelling Assessment using National Curriculum words and, where needed, SEND Planning Tool from Hampshire
- Teacher records to inform assessment and learning
- Records from previous schools
- Information from parents or carers
- Information and assessments from outside agencies

SEND PROVISION

On entry to the school each child's attainment will be reviewed and, if necessary, re-assessed. This will help to inform the school of the child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The information obtained will help the school to design appropriate learning programmes. For pupils with identified SEND, the class teacher and SENCo will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class

- Assess learning needs of pupils and set targets for all pupils
- Enable class teachers to write targets to support children
- Ensure that lesson planning is personalised to provide appropriate support and challenge to meet identified needs
- Ensure on-going observations/assessments to provide regular feedback on achievements in order to provide next steps in learning
- Involve parents in a joint learning approach for home/school

THE RANGE OF PROVISION FOR PUPILS WITH SEND

The main forms of provision made by the school are:

- Full-time education in classes, with additional help and support by class teachers through a personalised curriculum
- Class support with a member of the learning support staff
- Provisions delivered by a teacher or member of the learning support staff
- Emotional support delivered through sessions with one of our Emotional Literacy Support Assistants (ELSAs)
- Support from specialists within class or as part of an additional support programme
- Referral to external agencies when necessary

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Expected progress is that which:

- Closes and secures any attainment gap between the pupil and their peers
- Improves the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help, social or independence skills
- Shows improvements in the pupil's confidence, behaviour or interaction with others

Where teachers identify that a pupil is not making expected progress, the SENCo will be consulted. The SENCo and teacher will review the approaches adopted, and determine whether a more sustained level of support is required. Where significant concerns persist despite sustained intervention, the school may consider Statutory Assessment. This would be sought in partnership with parents.

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. In addition to the usual school records, the pupil's SEND profile on Provision Map will include:

- Information from previous school/phases
- Information from parents
- School information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from Health/Social Services
- Information from other agencies such as Speech and Language Therapy or Educational Psychology Service

PUPIL VOICE

At Cove Junior School, we believe that for children to achieve their best, they need to be involved in their own education. It is essential that adults who support children understand what they enjoy about the curriculum and also which subjects are more challenging. We obtain the voice of the pupil by having discussions with children about their learning. During half-termly EMU Time (Evaluate, Monitor and Understand Time for SEND), some children will meet with the SENCo and share their learning by completing a task or, by sharing learning that they have completed throughout the half-term.

Each child with SEND has their own Pupil Passport on Provision Map, which is updated annually. This Pupil Passport is completed by the child (with support where needed) and enables them to share their strengths within

the curriculum as well as those that they may have outside of the school community, including any hobbies or sports that they may partake in. When an Educational Health Care Plan (EHC Plan) is applied for, a pupil is asked to share their views about their education. Similarly, when an annual review is done for an EHC Plan, the views of the child are again included as part of the process.

PARTNERSHIP WITH PARENTS

At Cove Junior School we firmly believe that developing a strong partnership with parents is essential to enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

At times, parents, teachers and others may have differing expectations of how a child's needs are best met. These discussions can be sometimes be challenging but it is in the child's best interests for a positive dialogue to be maintained, to work through points of difference and establish the actions to be taken.

USE OF LEARNING SUPPORT STAFF WITHIN SCHOOL

Wherever possible, Learning Support Assistants (LSAs) will work with teachers in the classroom to provide additional group or individual support for children. At times, more effective support may be achieved through the withdrawal of individuals or groups for the delivery of specific programmes. The support staff are experienced and well qualified. They regularly undertake training and develop areas of specialism that enable us to match individual LSAs to children's areas of need.

GRADUATED RESPONSE

At Cove Junior we adopt a graduated response to support, with four stages of action: assess, plan, do and review.

Assess
The school will have carried out an analysis of the child's needs through observation and assessment. This assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond our school setting.

Plan
Where it is decided to provide SEND support, and having notified the parents, the class teacher and the SENCo should agree, in consultation with the parent, the outcomes they are seeking. A Provision Map profile will be developed, identifying targets for a Learning Plan and outlining the child's views in their Pupil Passport. Learning Plans should consider how parents can support the child's learning at home.

Do

The class teacher remains responsible for supporting the child on a daily basis. In addition, other adults, such as Learning Support Assistants may support particular aspects of the plan by delivering support or intervention in the form of one-to-one or group work. All adults work closely to plan and assess the impact of support and provisions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and provisions and their impact on the pupil's progress should be reviewed regularly and in-line with the agreed review period. The impact and quality of the support and provisions are evaluated, along with the views of the child, and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCo, would then revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes. The child and the parents should be involved and informed.

NATURE OF PROVISION

The class teacher and SENCo will decide the action required to help the pupil to make good progress. Based on the results of assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Providing alternative learning materials/special equipment
- Group support
- Provision of additional adult time in devising and monitoring the effectiveness of provisions being delivered
- Staff development/training to undertake more effective strategies
- Access to support services for advice on strategies, equipment, or staff training

ALLOCATION OF RESOURCES FOR SEND

The school and the Governing Body ensures that resources are allocated to support appropriate provision for all pupils, and to meet the objectives set out in this policy. Funding for pupils with an Education, Health and Care Plan (EHC Plan) is determined by Hampshire County Council.

EDUCATION, HEALTH AND CARE PLANS

The purpose of an Education, Health and Care Plan (EHC Plan) is to make special educational provision to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use a range of evidence, including the evidence of the action taken by the school prior to requesting the EHC Plan.

The school will request an EHC Plan from Hampshire County Council when, despite a robust system of Assess – Plan – Do – Review, over time, the child's progress and learning remain a significant cause for concern; this may be due to a range of factors including social and emotional challenges. An EHC Plan might also be requested by a parent or outside agency.

Following a request for an EHC Plan needs assessment, or the child or young person having otherwise been brought to its attention, the local authority must determine whether an EHC Plan needs assessment is necessary. The local authority must make a decision and communicate the decision to the child's parent or to the young person within 6 weeks of receiving the request.

REVIEWS OF EHC PLANS

An EHC Plan must be reviewed annually. The SENCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The Headteacher
- A representative of the LEA
- Any other person the LEA considers appropriate
- Any other person the Headteacher or SENCo considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the set targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year Five reviews will indicate the provision required in secondary school. Secondary school staff will be invited to attend reviews held for pupils in Year Six. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with secondary colleagues.

The Headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend or cease an EHC Plan.

TRANSITION PARTNERSHIP AGREEMENT (TPA)

In some circumstances, a Transition Partnership Agreement (TPA) may be considered the most appropriate response for a child. The intention of the TPA is to support transition for those children who might be vulnerable when making the transition: into our school; from our school to a new school; or when moving to a new year group within our school. A meeting is held to agree the support which will be put in place to aid transition. A follow-up meeting then takes place to review the success of the transition process. Where a TPA is set up, it will be guided by the following principles:

- The TPA will represent a collaborative, inclusive process that will be a positive contribution to sharing an understanding about a child's needs and the arrangements required to respond to those needs
- It will provide a summary of information about a child and how that child's needs are being met if the child transfers to another school or year group
- The nature of a TPA will vary according to circumstances
- The child's voice will be considered and included in the process of completing a TPA
- A meeting will mark the start of a TPA in order to agree actions and responsibilities

SEND TRAINING

Where appropriate, all staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEND. In addition, school-based INSET will be used to develop awareness of strategies, resources and practical teaching approaches for use with pupils with SEND. Teacher and LSAs' requirements in supporting pupils' needs will be considered frequently and training altered accordingly. The Governing Body will undertake a similar review of training needs.

LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND. When it is considered necessary, colleagues from the following agencies will be involved with supporting pupils with SEND:

- Educational Psychologists
- Child and Adult Mental Health Service (CAMHS)
- Mental Health Support in Schools Team (MHST)
- Child and Family Health Service
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Hearing Impairment services
- Visual Impairment services
- Ethnic Minority and Traveller Service (EMTAS)
- SENDIASS
- Primary Behaviour Support (PBS)
- SEND Advisory Service
- Charity based support organisations such as Mustard Seed

In addition, important links are in place with Children's Services (LEA) including:

- Locality Team (Family Support Worker)
- Social Services

ENGLISH AS AN ADDITIONAL LANGUAGE

Children are not to be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. With pupils whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems that arise stem from uncertain command of English or from special educational needs. It will be necessary to assess pupils' proficiency in English before planning any additional support that might be required. A specialist agency EMTAS (Ethnic Minority and Traveller Achievement Service) may be requested to carry out an early assessment.

EVALUATING THE SUCCESS OF THE SCHOOL'S SEND POLICY AND PROVISION

The Governing Body will report annually on the success of the policy and SEND provision at the school. To facilitate this, we have identified specific objectives that are given under the SEND aims of the school at the beginning of this policy.

In evaluating the success of this policy, and SEND provision, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

Pupil progress data including tracking information will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets
- Use of standardised tests
- Evidence generated from review meetings

SEND POLICY REVIEW

This policy is a working document and has been developed in consultation with teaching staff, learning support staff and governors. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a regular and thorough review of both policy and practice each year. The outcomes of this review are used to identify priorities and targets for future improvement.