SEND POLICY

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Special Educational Needs and Disability (SEND) Policy

This SEND policy is written to comply with the 2014 Children and Families Act and the 2014 SEN Code of Practice together with the Equality Act 2010.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. (2014 SEN Code of Practice: 0 to 25 Years).

The code of practice then goes on to describe four main categories of need:
- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Policy Objectives at Furze Platt Junior School

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy should be read in conjunction with our policies on:
- teaching and learning
- curriculum and assessment
- behaviour
- equal opportunities
- anti-bullying
- children with medical conditions

All of our policies are developed in line with our safeguarding policy and can be viewed via the school website www.furzeplattjuniorschool.co.uk

The objectives for the SEND policy are:
- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
• To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
• To work closely with external support agencies, where appropriate, to support the need of individual pupils
• To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Supporting the learning and progress of all children including those with additional needs at Furze Platt Junior School

Furze Platt Junior is an inclusive school. We believe that all teachers are teachers of children with SEN and that all children benefit from ‘Quality First Teaching’. This means that all teachers are expected to plan and teach in ways that enable all children to access a meaningful and engaging curriculum and make good progress.

The Role of the SENCo (Part of our Inclusion Managers roles)

The SENCo (Inclusion Manager), in collaboration with the head teacher and governing body plays a key role in the strategic development of the SEND policy and provision in order to raise the achievement of children with additional needs.

The SENCO’s responsibilities include:
• Assessing, planning and monitoring the progress of children with additional needs.
• Supporting class teachers to identify and overcome potential barriers to learning
• The effective deployment of additional adults
• Liaison with outside agencies
• Providing training for teachers and TA’s
• Modeling good practice
• The day to day implementation of the SEND policy

The SEND provision at Furze Platt Junior School

Our Inclusion Manager has completed and achieved the National Award for SENCo coordination and one other member of staff has also completed this national Award.

All of our teachers are trained to work with children with SEN and all have access to advice, information, resources and training to enable them to teach all the children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards websites.

TAs and Higher Level Teaching Assistants (HLTA) have expertise and training in a number of different areas and specific interventions.
At times we may also buy in more specialist help. This might include for example; access to Educational Psychologists and Advisory Teachers.

Further details of the SEND provision can be found in our Local Offer via RBWM website or our FPJS website.

**Identifying children with additional needs at FPJS**

Children with SEN are identified through various assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- **Quality First Teaching:** As part of QFT, the progress of every child is monitored at termly pupil progress meetings. At these reviews some children may be identified as not making enough progress in spite of Quality First Teaching and as a result teachers are expected to make further adaptations to their in class provision. These might include for example; targeted use of adult support, wider differentiation, small groups within the classroom and use of additional resources to support learning. This is part of the graduated approach cycle of ‘Assess, Plan, Do, Review’ which underpins our planning and teaching for all children within the school.

- **Additional Catch Up and Keep Up Support:** The progress of some children may continue to cause concern, despite Quality First teaching and additional adaptations in the classroom. These children may require additional ‘catch up and keep up’ provision to address gaps or misconceptions in their learning. At this stage they would not necessarily be considered to have a special educational need. Discussions will take place with parents / carers and a plan of action with clear outcomes will be agreed. This plan is recorded and will be regularly reviewed until the outcomes are achieved.

- **SENS:** If despite ongoing QFT and additional catch up and keep up support the gap between the child and their peers continues to widen, discussions will take place between the SENCo / parents / carers. It is possible that as a result of these discussions a decision will be made to provide special educational needs support (SENS). A plan of action with clear outcomes will be agreed. This plan is recorded and will be regularly reviewed until the outcomes are achieved.

The SENCo monitors the effectiveness and impact of interventions through the use of a provision map. This enables teachers to see when outcomes have been achieved and to develop their understanding of what works. The SENCo maintains the provision map and reviews it three times a year with the Team Leader.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs support at SENS. Their needs can often be fully met through the provision of inclusive QFT.
Moving to an EHCP (Education, Health and Care Plan)

If children continue to make limited progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an Education and Health Care Plan. Generally, we apply for an EHC Plan through the local authority if the child’s achievements are such that they would benefit from even more support than the school can provide from its own resources.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Their needs can often be fully met through the provision of inclusive QFT and additional SEN support.

Working with Parents and Children

Furze Platt Junior School works closely with feeder schools and secondary schools to share information and expertise in order to improve provision for children with SEND.

We aim to have good and informative relationships with all of our parents based on open communication and partnership. We work closely with parents and children to ensure that we take into account the views of the children and their families.

Parents sometimes ask us to look more closely at their child’s learning. We take all parental requests seriously and investigate them all. Inquiries about an individual child’s progress should be addressed at first to the class teacher since he or she is the person who knows the child best.

When concerns arise about a child’s progress or wellbeing parents will be invited to a meeting to:

- discuss concerns
- agree a plan and desire outcomes for the additional support over the next term
- discuss the provision that will achieve the desired outcomes including home support and ongoing liaison with class teacher
- agree review dates

Depending on their age, the child may be invited to attend all or part of this meeting. On occasions it may be preferable for the child’s views to be elicited through discussions prior to the meeting.

Records are kept of these meetings and copies are available to parents.

Monitoring the progress of children receiving support

Catch up and keep up support

Catch up and keep up interventions are designed in response to need and are intended to enable children to make accelerated progress and close the gap between them and their peers.
They are set up by the SENCo, who will:

- Agree the cohort and intended outcomes of the additional support
- Identify a time and place for the intervention
- Identify and train staff to deliver the intervention
- Observe a taught session at least once during the course of the intervention
- Evaluate the impact of the intervention
- Decide next steps in liaison with the class teacher

**SEN Support**

SEN Support interventions are intended for children who need targeted individualized support because they are working well below the age related expectations. They are designed in response to need and to enable children to make accelerated progress and close the gap between them and their peers.

They are set up by the SENCo, who will:

- Agree the intended outcomes of the additional support
- Identify a time and place for the intervention
- Identify and train staff to deliver the intervention
- Observe the child in the classroom at least once during a 12 week period
- Evaluate the impact of the intervention
- Decide next steps in liaison with the class teacher

In addition:

A Pupil Learning Journey is produced. The Journey records specific and challenging targets for the child to achieve in a term, together with the personalised provision put in place to enable the child to achieve these targets. The Journey also records the child’s strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is available from the SENCo and class teacher to regularly update during the year to reflect the child’s progress.

A record is kept of those children receiving additional support at a SENS level.

**Supporting pupils at school with medical conditions**

Furze Platt Junior School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
In certain circumstances children with medical conditions may have an additional personal care plan or an intimate care plan.

**Working with additional adults**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main class they still retain responsibility and should work closely with TA’s or specialist staff to plan and assess the impact of support and interventions and how these can be linked to class teaching.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

**Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

**Transition arrangements into and within school**

Transition can be difficult for children and parents as they move into a new class or a new school and will do all we can, according to the individual needs of the child, to make transitions as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places in order to make a transition booklet.

**Transition to Secondary School**

We liaise closely with staff from receiving secondary schools. Children in year 6 with EHCP’s will have a transition review as part of their annual review, to which staff from the receiving school will be invited. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

**Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Iain Thomas. He meets with
the SENCO (Inclusion Manager) during the academic year to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs.

All complaints are taken seriously and are heard through the school’s complaints policy and procedure.

Royal Borough of Windsor and Maidenhead Local Offer

The RBWM website hosts the Local Offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Royal Borough of Windsor and Maidenhead’s Local Offer is available from the website https://rbwm.afcinfo.org.uk/

Information can also be obtained by contacting the Children and Young People’s Disability Service on 01628 685878 or by writing to: Children and Young People Disability Service, Royal Borough of Windsor and Maidenhead, Zone E, 2nd Floor, Town Hall, St Ives Road, Maidenhead, SL6 1RF.