WILLIAM FORD C OF E JUNIOR SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

2017 - 2018
Special Educational Needs and Disability (SEND) Policy

This policy is written in line with the requirements of:-

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Local Offer Regulations 2014
- Accessibility Plan
- Safeguarding Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013

This policy, in conjunction with our Curriculum and Equal Opportunities policies, aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Headteacher and the SENCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision.

William Ford C of E Junior School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors of William Ford will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transitions to the next stage of their education. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that:

**All teachers are teachers of Special Educational Needs.**

*Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.*

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – school, parents/carers, pupils, Local Authority (LA), children's services and all other agencies.
School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims and Objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals, where appropriate, in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

The SEND Policy of William Ford Junior School reflects the principles of the 0-25 SEND Code of Practice (2014).

The objectives of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- To enable pupils with special educational needs to have their needs met
- To take into account the views of the pupils with special educational needs
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs
- To facilitate full access to a broad, balanced Curriculum
- In conjunction with the Medical Conditions Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school and other external agencies
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family
- Share expertise and good practice across the school
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs
Identifying and supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision which is additional to or different from that normally available in a differentiated curriculum. William Ford Junior School regards pupils as having a Special Educational Need if they:

a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

William Ford Junior School will have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Areas of Special Educational Need

The Code of Practice (2014) identifies four broad areas of need.

1. Communication and interaction

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- Children and young people with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others and on their learning.

2. Cognition and Learning

- This area includes children who learn at a slower pace than their peers, even with appropriate differentiation.
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication,
through to profound and multiple learning difficulties (PMLD), where children are likely
to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
• Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

• Children may experience a wide range of social and emotional difficulties which are displayed in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.
• These behaviours may reflect underlying mental health difficulties such as:
  • Anxiety
  • Depression
  • Self-harming
  • Substance misuse
  • Eating disorders
  • Physical symptoms that are medically unexplained
  • Attention deficit disorder (ADD)
  • Attention deficit hyperactive disorder (ADHD)
  • Attachment disorder.

4. Sensory and/or Physical Needs

• Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
• These difficulties include:
  • Vision impairment (VI)
  • Hearing impairment (HI)
  • Multi-sensory impairment (MSI)
  • Physical disability (PD)

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. The progress of every child is monitored at termly Pupil Progress meetings. Where a pupil is making less than expected progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

This progress could be:
• significantly slower than that of their peers starting from the same baseline
• failing to match or better the child's previous rate of progress
• failing to close the attainment gap between the child and their peers
• widening the attainment gap
Where pupils continue to make less than expected progress despite support and high quality teaching, the class teacher will work with the school’s Special Educational Needs Coordinator (SENCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

Parents sometimes ask us to look more closely at their child’s learning. Frequently, the concern can be addressed by high quality teaching or some parental support. If further advice is needed then the class teacher will make a referral to the Year Group co-ordinator or the SENCo. This may lead to the child being placed on the SEN register (SEN Support).

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil’s parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil’s identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil’s own learning or that of the class groups, despite having an individualised behaviour support programme
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or another disability.

Assess, Plan, Do and Review

Once a pupil has been identified as having SEND, the class teacher will invite the parents to a meeting to:
- formally let them know that their child is being placed at SEN Support
- discuss assessments that have been completed
- agree a plan and provision for the next term

This is part of the graduated approach cycle of ‘Assess, Plan, Do, Review’ as detailed in the Code of Practice. The child will be invited to attend all or part of the meeting to express their views. Records are kept of these meetings and copies are available to parents.
For pupils with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. For those pupils with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

**Statutory Assessment of Needs (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered will help the Local Authority (LA) in determining when this statutory assessment of needs is required. If they do not think your child needs this they will ask the school to continue with the support already being provided. Only 1%-2% of pupils with very significant additional needs meet the criteria for an Education, Health and Care Plan.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. The parents/carers, the pupil, all teaching staff and other relevant agencies all contribute to the Annual Review meeting and complete the appropriate paperwork for this process.

**Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

**Working with Parents and Children**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Parents/carers are encouraged to work with the school and other professionals to ensure that their child’s needs are identified properly and met as early as possible.

In order that they play an active part in their child’s development, the school endeavours to provide parents/carers with the relevant information so they can support their child and reinforce learning in the home.

At William Ford Junior School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Feel welcome
• Focus on the child’s strengths as well as areas of additional need
• Recognise and fulfil their responsibilities and play an active and valued role in their child’s education
• Discuss ways in which they and the school can help their child
• Understand procedures and documentation
• Make their views known about how their child is educated
• Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers are also encouraged to visit the Barking and Dagenham Council Local Offer website https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their termly meetings and at the end of a targeted intervention.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams including:

• Educational Psychologist
• Behaviour Support Service
• Child and Family Consultation Service
• Child and Adolescent Mental Health
• Complex Social Communication Needs Service
• Child Development Team
• Occupational Therapist
• School Nurse
• Hearing/Vision Impaired Service
• Speech and Language Service
• Children Services
• Multi Agency Panel

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality
provision and reassurance to pupils and families. More details can be found in the School Information Report.

Training and Resources

Allocation of resources

- Resources are allocated to support children with identified needs as identified previously.
- Each year we allocate human resources to each year group according to need; this is reviewed regularly and can change during the academic year, responding to any changing needs within classes.
- This support may take the form of differentiated work in class, support from a Learning Support Assistant (LSA) or Special Support Assistant (SSA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in regular training whereby the role of the teaching assistant is developed.
- Specific training needs will be identified and met through the appraisal/performance management process.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Top Up Funding.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional ‘top-up’ funding is then paid from the local authorities high needs block into the schools budget.
Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and Care Plan (EHCP) or pupils who are currently undergoing a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCo.

Roles and Responsibilities

Special Educational Needs Co-ordinator (SENCo): Mrs Jeanette Miller
Governor responsible for SEND: Mr Mark Rogerson

Contact via the school office: 02082706582
office@williamfordschool.co.uk

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

Headteacher:

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, SENCo, support services, parents and pupils.
- To report to governors on the needs of the SEN children in his/her care.
- To delegate the organisation of review meetings to the SENCo.
- To ensure that the needs of SEND children are met within the school.

SENCo:

In collaboration with the Headteacher and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of pupils’ achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.
The principle responsibilities for the SENCo include:

• Overseeing the day-to-day operation of the SEND policy
• Co-ordinating provision for SEND pupils and reporting on progress
• Monitoring the needs of SEND children together with the class teachers
• Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
• Giving advice on the level of support and on appropriate resources and strategies to support learning
• Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
• Ensuring the School Information Report is updated
• To report to governors as requested by the Head teacher
• Monitoring relevant SEN CPD for all staff
• Managing the Support Assistants team
• Overseeing the records of all children with special educational needs and ensuring they are up to date
• Liaising with parents/carers of children with special educational needs
• Being a point of contact with external agencies, especially the local authority and its support services
• Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
• Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
• Monitoring the impact of interventions provided for pupils with SEND
• Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

• All staff are aware of the school’s SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
• Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
• Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils’ diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil’s needs, drawing on the teacher’s assessment and experience of the pupil as well as previous progress and attainment.
• Support assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).
Governors:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) by:

- Appointing a named governor to have responsibility for the implementation of the SEND policy
- Ensuring that the school has an up to date SEND Policy
- Being fully involved in developing and monitoring the SEND policy
- Ensuring that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Ensuring that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Ensuring that SEND provision is an integral part of the School Development Plan
- Reporting annually to parents on the implementation of the SEND policy and any changes during the academic year

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The 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. Please see the schools Medical Conditions Policy for further details.

SEND Information Report

The school will ensure that the SEND information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Procedures for concerns/complaints

We endeavour to do our best for all children, but if there are any issues of complaint we encourage those concerned to let us know as soon as possible. Initially this may be through the child’s class teacher. If necessary the class teacher will then involve the Year Group co-ordinator and the SENCo. If the parent/carer is not happy with the outcome or the issue has not been resolved, it will then be
referred to the head teacher. Once the school is aware of an issue we strive to put things right and so parent/carers should not hesitate to approach the school with their concerns. However if such action is not to the parent/carers satisfaction they can write to the Chair of Governors who will investigate the complaint.

Detailed information of the procedures that the Governing Body follow can be found in the Complaints Policy which is published on the school website.

Signed ..........................................................  Dated .........................................................

Chair of Governors