

CRICH JUNIOR SCHOOL



Special Educational Needs and Disability (SEND) Policy

This policy was updated August 2023

This policy will be reviewed August 2024

Aims

Our SEN policy aims to:

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

At Crich Junior School, we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils. In partnership with parents, we aim to develop all the school's children to the maximum of their abilities. Our curriculum is broad, balanced and relevant to a changing society. Our children are actively engaged in their learning. We aim to ensure all children, including those with Special Educational Needs and Disabilities, have full curriculum entitlement and access. All members of the school work to maximise inclusion through meeting individual needs, the highest quality of education for all students and the efficient use of resources. It is the responsibility of the Governors and Staff of Crich Junior School to ensure that every child within the school has this entitlement.

The aims of Crich Junior School link with those values derived from the statement of Principle adopted by the Local Authority and guided by the Code of Practice for Special Educational Needs 2014. Further information can be found at: <https://localoffer.derbyshire.gov.uk/#!/directory>

2. Legislation and guidance

This policy 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, SEND co-ordinators (SENDCOs) and the SEND information report. This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 Chris Orridge (c.orridge@crich-jun.derbyshire.sch.uk)

They will:

- Work with the SEND governor (Mrs Jo Twelves) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher/SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 The Headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND 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 this SEND policy

5. SEND information

5.1 SEND Areas of Need

The SEND areas of need that are provided for are:

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

5.2 Identifying pupils with SEND and assessing their needs

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for all our children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear SEND Learning Plans and care plans are put in place and reviewed termly. A range of carefully tailored interventions are implemented, reviewed and evaluated to ensure maximum progress and impact for our learners. Key assessments ensure that children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

Pupils with Special Educational Needs and Disabilities are identified as early as possible. A process for identification, assessment and provision in accordance with the Code of Practice (2014) has been established. The approach recognises that there is a continuum of Special Educational Needs and that the majority of pupils with Special Educational Needs and Disabilities will be supported at the SEND support level.

Initial Concerns

Where a member of staff identifies pupils with additional needs, they consult the SENDCO, gather information and take initial action to address those needs through quality first teaching and classroom adaptations which enable access to the curriculum for all children. (Class SEND folder) Where concerns or needs remain after initial support, the child will be placed on SEND support using the whole school provision map to detail specific interventions. Parents/carers are consulted throughout this process and work in partnership with the school to support the child.

SEND support

SEND support is characterised by interventions that are different from or additional to the normal differentiated curriculum. Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. SEND support intervention can be triggered through concern and evidence that, despite receiving differentiated teaching, pupils meet any of the following criteria:

- Make little or no progress
- Demonstrate difficulty in developing literacy and numeracy skills
- Show persistent emotional / behavioural difficulties which are not affected by behaviour management strategies
- Have sensory / physical problems, and make little progress despite the provision of specialist equipment and classroom adaptations (ie seating arrangements etc)
- Experience communication and / or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

At this point, the child will be placed on the SEND register. Parents/carers are encouraged to share information and knowledge with the school. If the school decides, after consultation with parents/carers, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The SENDCO will remain responsible for planning and implementing interventions. All interventions will be recorded on the school's provision map and the child's individual Individual Education Plan.

Parents/carers will be closely informed of the progress through termly SEND review meetings. The involvement of external services will be sought as required after full consultation with parents. External support services will advise on provision and provide specialist inputs to the support process.

Advice from external agencies will be sought when a pupil

- Still makes little or no progress in specific areas over a long period
- Continues to work at a National Curriculum stage considerably lower than that expected for a pupil of a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems which require visits/advice from specialists
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The Individual Education Plan will incorporate specialist strategies if required.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: · Assess · Plan · Do · Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil to achieve good progress and outcomes.

5.3 Consulting and involving parents and carers

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of support services they could access.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. Information that will form this includes:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or 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

Assess

- This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered.
- This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENDCO, other relevant staff and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments, in consultation with parents and the pupil. The Individual Education Plans will be written for those children who require more targeted intervention or who are in receipt of a EHCP.

A Individual Education Plan should be regarded as a planning, teaching and reviewing tool that should underpin the process of planning intervention for the individual pupil with SEND.

The Individual Education Plan should include information about:

- Short terms targets set for or by the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Success / exit criteria.

Outcomes (to be recorded at SEND reviews).

The targets should be chosen from the four areas of SEND and matched to the needs of the child.

1. Communication and interaction.
2. Cognition and learning.
3. Behavioural, emotional and social development.
4. Sensory and / or physical

Reviewing Individual Education Plans

In reviewing profiles teachers should consider

- progress made by the child
- the parents'/carers' views
- the pupil's views
- effectiveness of the profile
- updated information and advice

- any specific access issues that impact on a child's progress
- future action, including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice about the pupil and how to access it. As a result of the review the following action can be taken:
- a child may be removed from the register as targets have been met and progress has been such that the differential is no longer of concern
- a child may continue on the same stage with a revised profile until the next assessment and review
- a child may move onto the next stage of the process since difficulties are still apparent and progress is not adequate.

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.

Additional support for learning

If a child continues to have significant barriers to learning and progress is not being made at the expected rate then the SENDCO and class teacher will contact the parent/carers to discuss the next step of obtaining extra funding either through the Inclusion Grant or an EHCP.

5.5 Supporting pupils moving between phases and preparing for adulthood

At end of Key Stage 2 transition reviews receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCOs will complete the annual review forms and send it, with any supporting documentation to the LA.

The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement of SEND or EHCP.

5.6 Our approach to teaching pupils with SEN

At Crich Junior School we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children.

We are committed to ensuring that all pupils:

- Have access to the school curriculum and all school activities.
- Achieve to the best of their abilities, despite any difficulty or disability they may have.
- Have teaching staff who are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Gain in confidence and improve their self-esteem.
- Are supported by parents/ carers, staff and relevant external agencies in order to meet their special educational needs and disabilities.
- Who need special consideration to support their needs (whether these are educational, social, physical or emotional) are identified at the earliest opportunity.
- Receive suitable provision to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Are fully included in all activities of the school in order to promote the highest levels of achievement.

- Are encouraged to be independent, resilient and have a greater sense of self-worth.
- Have an entitlement to celebrate their achievements.

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

5.7 Adaptations to the curriculum and learning environment

The following are some of the adaptations we make to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, seating arrangements, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Request for Education, Health and Care Plan Assessment

An Education, Health and Care Plan will normally be provided where, after an assessment period, the LA considers whether the pupil requires provision beyond what the school can offer. An EHCP assessment might also be requested by a parent or outside agency. However, the school recognises that a request for EHCP assessment does not inevitably lead to an EHCP.

The school will request assessment when, despite an individualised programme of sustained intervention within SEND support, the pupil remains a significant cause for concern. The school will have the following information available:

- The intervention at SEND support level
- Current and past provision maps
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment and progress information
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of EHCPs

EHCPs must be reviewed annually.

The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCOs will organise these reviews and invite, where appropriate:

- The pupil's parent/carer
- The pupil if appropriate
- The relevant teacher
- The Local SEND officer
- The Educational Psychologist
- Any other person considered appropriate

The aim of the review will be to

: Assess the pupil's progress in relation to the objectives on the EHCP

- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year.

Inclusion funding

A source of funding is available to enable schools to access a higher level of funding without the necessity to request an EHCP for pupils with significant barrier to learning. If additional funding is needed to support the needs of a pupil who meets this criteria, the class teacher and the SENDCOs will formulate an application for additional funding from the LA.

We work with the following agencies to provide support for pupils with SEND:

- Autism Outreach
- SSEN
- Educational Psychologist
- Behaviour support
- CAMHS
- Speech and language therapists

5.9 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half-termly
- Using pupil questionnaires where appropriate
- Monitoring by the SENDCO
- Using provision maps to measure progress

- Holding annual reviews for pupils with EHC and inclusion funding plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s).

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

No pupil is ever excluded from taking part in these activities because of their SEND.

The school has been adapted for the use of wheelchair users. Both the wildlife and field area have been adapted so that they are wheelchair accessible. Please refer to the school's accessibility plan for a more comprehensive overview. Equality, diversity and anti-bullying is addressed throughout the comprehensive PSHE programme.

5.13 Working with other agencies

We work closely with outside agencies e.g. Educational Psychologists, Speech and Language therapists and SSEN to gain support and advice to support the development of progress of the children. We are always open to working with other appropriate agencies should the need arise.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 The local authority local offer

Our local authority's local offer is published here: <https://localoffer.derbyshire.gov.uk/#!/directory>

6. Monitoring arrangements

This policy will be reviewed **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives

8. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written in reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England (2013)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

Individual Child / Young Person 'Assess, Plan, Do, Review'

