



SEND Policy

January 2017

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children 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.

Definition of disability taken from the Children and Families Act 2014

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN.

(The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

We provide a happy and caring environment in which all pupils feel secure, valued and are actively involved to achieve their full potential.

1. Aims and Objectives

Aims

Ernehale Junior School celebrates the differences between all of our children and values the contribution which every member makes to the school community.

We recognise and embrace that good quality teaching for all children and young people at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential. (CoP 2014 1.24)

Objectives

- **We identify the needs of pupils with SEN and disabilities as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services prior to the child's entry into the school or as soon as needs become apparent.
- **We monitor the progress of all pupils** in order to aid the identification of pupils with SEN and or disabilities. Continuous monitoring of those pupils with SEN and or disabilities by their teachers will help to ensure that they are able to reach their full potential.
- **We make appropriate provision to overcome all barriers to learning and ensure pupils with SEN and or disabilities have full access to the National Curriculum.** This will be co-ordinated by the [*SENCo and curriculum managers*] and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **We work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN and or disability procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN/disability policy and the school's SEN and or disability work.
- **We work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **We create a school environment where pupils feel safe to voice their opinions of their own needs.** This means providing children with the opportunity to voice their opinion and for this to feed into their provision and targets. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEN and disability provision

- The person responsible for overseeing the provision for children with SEN and or disabilities is Anne Batley, Head teacher.
- The person co-ordinating the day to day provision of education for pupils with SEN and or disabilities is Sarah Kirkham sencoernehalejuniors@gmail.com.
- The person supporting the SENCo with parent liaison, 1:1 and group support is Ruth Wesley HTLA.
- The governor playing an active role in overseeing the provision for children with SEN and or disabilities and Pupil Premium, including challenging and supporting the SENCo is Tracy Ellis.
- To ensure the health and safety of all children in school, a number of staff are trained in positive physical intervention techniques (3 members of staff currently).
- The school nurse, Anita Tomlinson, is a regular visitor to the school.
- SFSS (Schools and Families Specialist Services) can be accessed through Springboard to provide external support in different SEN and or disability areas.
- The Educational Psychologist is Suzie Wood.

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEN and or disabilities and aid school inclusion.

3. Arrangements for coordinating SEN and or disability provision

The SENCO, Sarah Kirkham will hold details of all records for individual pupils.

All staff can access:

- The Ernehale Junior School SEN/Disability Policy;
- A copy of the full SEN Register or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice
- Information on individual pupils' special educational needs and disabilities
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT server on individual pupils and their special needs and requirements and also within pupil SEN files.
- Information on current legislation and SEN and or disability provision on the school server.
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN and disability provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN and or disability and those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

Ernehale Junior School has pupils with SEN and or disabilities incorporating a broad range of needs.

All our staff have experience of SEN/disability provision and support. We continually improve and develop our knowledge and expertise through CPD and sharing good practice.

We are committed to an inclusive school environment where we provide the highest quality support for all our children.

6. Facilities for pupils with SEN and or disabilities

1. Interventions, group work and personalised learning tailored to specific needs.
2. Assistive technology can be provided according to specific needs.
3. Disabled toilet/ shower and partial wheel chair access.

7. Allocation of resources for pupils with SEN

All pupils with SEN and or disabilities will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEN and or disabilities may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For Ernehale Junior School, this is Arnold Hill Academy. The family of schools linked to this are. Ernehale Junior School, Ernehale Infant school, Mapperley Plains School, Woodthorpe Infants school, Arnovalle Junior School, Coppice Farm school, Arnold View school and Arnbrook school. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The allocation of resources in school is organised by the Head teacher and Senco. This is then personalised and adapted by class teachers and teaching assistants to continually evolve and meet the children's needs. Provision is reviewed regularly throughout the year. Funding is used to provide group work, interventions and support with individual needs. For Pupil Premium children with SEN and disabilities we provide 1:1 sessions and when appropriate specialist equipment to support learning.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN and or disabilities they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school on a school concern/ vulnerable list as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN and or disability list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN and or disabilities Support

Where it is determined that a pupil does have SEN and or disabilities, parents/carers will be formally advised of this and the child will be placed on the school's SEN/disability register. The aim of formally identifying a pupil with SEN and or disabilities 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 which are the most effective in supporting the pupil to achieve good progress and outcomes.

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/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental/carer concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

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, SENCO and parents/carers 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/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

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 /or relevant specialist staff 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 SENCO.

Review

Reviews will be undertaken in line with agreed dates. 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 SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN and or disabilities will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN and or disabilities alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers for other flexible arrangements to be made.

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents/carers will be made aware termly of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- The impact of provision is reviewed regularly to ensure it is having a positive impact.

10. Inclusion of pupils with SEN and or disabilities

Anne Batley oversees the school's policy for SEND and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the leadership team, which includes the SENCo, to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub and SBAPS.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN and or disability provision the school encourages feedback from staff, parents/carers and pupils throughout the year.

This takes place each term during structured conversations and pupil interviews. Information from parents/carers, pupils and teachers is fed back in the meeting and used to ensure provision is working and progress is being made.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN and disability provision and policy. The evaluation is carried out by the SENCo and SEND governor and information is gathered from different sources to include pupil, parent and teacher/teaching assistant voice. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint. *The school complaints policy can be followed.*

13. Links to support services

We may at times need further support in school. This is often accessed through a Spring board meeting where representatives from the different SEND teams are present. They may then recommend a member from the schools and families specialist services (SFSS) to visit school and observe the child involved. From this process they will be able to offer advice and support to the child, parents and school.

At other times a medical route may be deemed most appropriate and an appointment with the child's GP or a visit from the school nurse will be arranged by parents and school.

The school will use the Nottinghamshire County Multi-Agency support pathway.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the [SENCo,] who will then inform the child's parents.

At all times parents/carers, child, and teachers will be kept fully informed and involved.

14. Working in partnership with parents/carers

Ernehale Junior School believes that a close working relationship with parents/carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEN and or disabilities leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN and or disabilities
- c) personal and academic targets are set and met effectively

Regular parental/carer contact and input is vital to achieving the best outcomes for our children. A structured conversation will be held initially.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor Tracy Ellis may be contacted at any time in relation to SEN matters.

15. Links with other schools

The school is a member of The Arnold Hill Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Ernehale Junior School has a transition program in place for Y2 into Y3 and for Y6 into Y7.

Y2 to Y3

- Senco and HTLA visit Y2 to observe children, meet class teachers and Teaching assistants. All SEND information is passed on at the meeting and fed back to the Y3 teachers.
- The Y3 teachers meet with the Y2 teachers to share information and strategies.
- All SEND documents and records are passed to the junior school and shared with class teachers.
- Parental/carers meetings are set in place where they are needed and a structured conversation will happen.
- Y2 visits to the junior school take place and any extra support and needs are provided for.

Y6 to Y7

- Transition meeting takes place between Ernehale Junior Senco and Assistant Senco for Arnold Hill Academy or other secondaries. SEND information is shared.
- Extra visits both within the juniors and other secondary schools take place for those with SEND and other needs.
- Parental/carer meetings take place where needed.
- All access arrangements are passed on.

16. Links with other agencies and voluntary organisations

Ernehale Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
 - SFSS
 - Social Services
 - Speech and Language Service
 - Language and Learning Support Service
 - Specialist Outreach Services
-

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually.