



“Together we achieve”

Annfield Plain Junior School

Whole School Policy for SEND

Compiled with agreement of governors April
2020 Review date: Autumn 2024

SPECIAL EDUCATIONAL NEEDS POLICY

This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- **Accessibility Plan;**
- **Anti-Bullying Policy;**
- **Assessment for Learning;**
- **Equality Objectives;**
- **Medical Needs Policy;**
- **Transition Policy.**

1. DEFINITIONS

Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 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 him or her. (*Code of Practice D.F.E. 2014*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) 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.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

2. RATIONALE

Annfield Plain Junior School is an inclusive school, catering for a wide range of SEND, including pupils with:

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

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met. We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute

to the shared view of their child's needs and the best ways of supporting them. All parents and carers of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

Aims

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;
- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs;
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

3. ROLES AND RESPONSIBILITIES

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The governing body will have the following responsibilities. They will:

- appoint a governor with specific responsibility for SEN;
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- publish information on the school's website about the implementation of the governing body's or the proprietor's policy for pupils with SEN;
<http://www.annfieldplain-jun.durham.sch.uk/send/introduction/>
- ensure that there is a qualified teacher designated as SENCO;
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan;
- ensure that arrangements are in place in schools to support pupils at school with medical conditions;
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- ensure that all governors are aware of the school's SEN provision including the deployment of funding, equipment and personnel.

The Head teacher

The head teacher will have the following responsibilities. They will:

- take overall responsibility for implementing the code of practice;
- ensure that the SENCO has adequate time to carry out duties and is able to influence strategic decisions about SEN;
- ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants);
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN;
- report to the governing body how resources are deployed to meet provision.

The Special Educational Needs Co-ordinator (SENCO)

The role of the SENCOs includes:

- oversee day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaise with designated teacher where a Looked after Child has SEN;
- overseeing SEN support plans and ensuring teachers and support staff work closely with parents/ carers to follow a graduated approach to SEN Support;
- advise on use of delegated budget/ other resources;
- liaise with parents / carers of children with SEN;
- maintain links with other education settings and outside agencies;
- liaise with potential next providers of education;
- work with Head and governors on Equality Act;
- ensure that SEN records are up to date;
- contribute to the in service training of staff

Class Teachers

Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review;
- focus on outcomes for the child: Be clear about the outcome wanted from any SEN support;
- be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement;
- have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them;

- work in partnership with pupils and parents/carers in planning and reviewing progress, seek their views and provide regular updates on progress.

SEN Support Staff

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- LSA/TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENCO to deliver pupil progress and to narrow gaps in performance;
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall;
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

4. Identification of SEN

Through their discussions, observations, assessments and data analysis the SENCOs, class teachers, key workers and support staff will identify any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENCOs or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as SEN Support.

SEN Support

When a class teacher or the SENCOs identify a child with Special Educational Needs, the class teacher will provide interventions through 'Quality First Teaching' that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If necessary the SENCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

Referral to outside agencies

If necessary, the SENCO, in partnership with parents/carers, will seek further advice and additional support from other specialist support teams. Formal referral forms will be completed and copies will be kept in the child's SEN file and electronically on SIMs along

with any correspondence received from the agency. Where telephone referrals are made, a record of the information provided will be kept on the child's file.

At this stage, external support services will:

- provide specialist assessments to inform planning and the measurement of a pupil's progress;
- give advice on the use of new or specialist strategies or materials and;
- in some cases, provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets and outcomes have been set and achieved. Permission for this information to be shared will be sought from the parent/carer prior to the referral being made. This will be done in line with GDPR regulations.

The external specialist may:

- act in an advisory capacity;
- provide additional specialist assessment;
- or be involved in teaching the child directly.

Referral for Education, Health and Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child, or where the child has not made expected progress following at least 3 cycles of assess, plan, do, review of their SEN Support Plan, the school or parents should consider requesting an Education, Health and Care Assessment.

At this stage, the child will have demonstrated significant cause for concern. To inform this decision, the Local Authority will expect to see evidence of action taken by the school and they will need information about the child's progress over time as well as a range of other documentation relating to the child's needs.

These include:

- Records of regular interventions, strategies, reviews and their outcomes;
- Records of special arrangements that have been put in place or any additional resources that have been used and their effectiveness;
- At least 3 SEN Support plans showing the assess, plan, do, review process and their evaluations;
- Records of regular reviews and their outcomes;
- The pupil's health information, including the child's medical history where relevant;
- Early Learning Goals and National Curriculum standard of attainment in literacy and mathematics and any other subjects if appropriate;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
 - Views of the parents and of the child;
- Parental completion of the 'My Story' document that outlines the child's background, including information on family, the pupil's health including the child's medical history where relevant and the involvement of other professionals such as health, social services or education welfare service;
 - Involvement of other professionals such as health, social services or education welfare service;

- Costed provision maps.

Parents/carers or school are the only partners who can request an Education, Health and Care Assessment. **Education, Health and Care Plan (EHCP)**

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.
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All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

RECORDING SEN

Records are kept on all children with SEN, detailing steps taken to support them. Record files are kept by the SENCO

RECORDING SEND Electronic and paper records are kept on all children with SEND, detailing steps taken to support them in school.

All SEND record files are kept up-to-date by the SENCO. These are stored securely following data protection guidelines. This is done in line with GDPR regulations.

SEND Register -this is maintained by the SENCO. It indicates which children have SEND and what stage they are at.

The SENCO maintains the Register as a working document. The Register will state the following:

- Child's name;
- Date of Birth;
- Details of SEND;
- Involvement of outside agencies;
- Details of additional support received within school and the outcomes of this input;
- Records of meetings with school staff, parents/carers and any outside agencies.

Medical Register

The Head Teacher maintains a copy of the Medical Register as the responsible person. Copies will be kept in the school office, easily accessible by first aiders. Relevant medical information will be shared with all staff as required in order to ensure that the child's medical needs are fully met.

The Medical Register may be amended throughout the year as updated medical information is received in school from parents/carers or medical professionals. Advice from the school nurse will be sought as appropriate.

The SENCO will become involved should a child's medical attention present a barrier to their learning.

Individual Pupil Files

Individual Pupil Files Paper and electronic files are kept up to date by the SENCO. These will include:

- Child's name;
- Details of SEND;
- Copies of referrals made to outside agencies;
- Involvement of outside agencies, including records of informal discussions, feedback meetings and written assessment reports;
- Details of additional support received within school and the outcomes of this input;
- Records of meetings with school staff, parents/carers and any outside agencies;
- Copies of SEN Support Plans / EHCP documentation.

Class Teacher

Class Teachers will be responsible for the formation of SEN Support Plans. They will also attend review meetings with parents which may be attended and/or led by the SENCO if required.

Class teachers and relevant members of support staff will keep paper copies of SEN Support Plans (without the personal details section for data protection/GDPR purposes). These will be used as working documents and will be annotated regularly to assist in the review process.

Access to electronic copies of SEN Support Plans is via the secure school email and all documents are password protected. Teachers will access these electronic documents when amending SEN outcomes during formal reviews.

Deadlines for reviews to be completed and new outcomes established will be set and monitored by the SENCO. Copies of all SEN Support plans are also available on SIMs (school computer system).

Transfer of information

Transfer of Information will be the responsibility of the SENCO. A member of office staff will ensure that the Pupil Transfer Checklist is completed within an appropriate timescale. If paper copies of documents are handed over, these will be signed by a representative from the child's new school and a representative of Annfield Plain Junior School.

Where face-to-face handover is not possible due to distance, SEN documents will be sent securely via Royal Mail using their "signed for" service. A member of office staff will also ensure that all electronic documents are transferred securely following Local Authority guidelines.

SEND information required for children who join Annfield Plain Junior School will be gathered by a member of office staff following guidelines put in place by the SENCO. The New Child Checklist guidelines will be completed by a member of office staff within an appropriate timescale.

All paper records received in person will be signed for by a member of staff from Annfield Plain Junior School and a representative from the child's previous school.

5. ANNUAL REVIEWS

It is a statutory requirement for children with an EHCP to have an Annual Review. At Annfield Plain Junior School we hold **annual reviews** for children with **an EHCP** (Education

Health Care Plan) and **termly reviews** for those on **SEN support**. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Summer Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

During Summer term, the SENCO will meet with the SENCO from the appropriate secondary schools, where arrangements will be made for the transition of pupils. Extra transition will be arranged for those pupils who are considered vulnerable. Parents / carers will be invited to these meetings.

6. STAFF TRAINING

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

7. POLICY EVALUATION

The implementation of this policy will be monitored by the Head Teacher and SENCO. It will be reviewed annually.

When reviewing the success of this policy we will take into account:

- Progress of SEN children compared to non- SEN;
- Standards reached by pupils with SEN;
- The percentage of parents attending review meetings, including Annual Reviews;
- The number of complaints received regarding SEN provision.

Through regular classroom observation we will also take into account:

- The quality of curriculum planning and the extent to which teachers and SEN support staff work together as a team;
- The extent to which pupils are following an appropriately differentiated curriculum;
- The use of varied resources which enable pupils with SEN to make progress towards their targets;
- The ethos of the classroom and the extent to which pupils with SEN are well-cared for and supported.

8. Data Protection

From time to time there will be a requirement for school to share information regarding pupils with other agencies and professionals. Examples of some of these are outlined in our privacy statement. Where sharing of information is required, this is undertaken with data protection and GDPR principles in mind. Information provided will be up to date, accurate, timely, necessary and proportionate, relevant, adequate and will be shared in a secure manner. When school are sharing information they will be doing so with a legal justification, as required under GDPR. If you have any concerns or further questions, please contact our Data Protection Officer.

Date of Implementation: April 2020

Signed SENCO T.A.Doward

Signed SEN Governor H. Collier