



Special Educational Needs & Disability (SEND) Policy

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Designated Mental Health Lead (not statutory)	Rose Hampson
Governor with SEND responsibility	Janet Butler

Approved by ¹	
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Date:	September 2023
Review date ² :	September 2024

Introduction

At EJS we are committed to providing an inclusive and supportive learning environment for all our students, including those with Special Educational Needs and Disabilities (SEND). We provide a broad and balanced Curriculum, which is adapted to meet individual needs and abilities of all children and we aim to enable all children with Special Educational Needs & Disabilities (SEND) to achieve their full academic and social potential and have equal access to the curriculum. This policy outlines our approach to meeting the needs of students with SEND and details the support and interventions we provide to ensure their progress and achievement in addition to broader aspects of school life.

Principles

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- **Inclusion:** Students with SEND are included in all aspects of school life, and their individual needs are met through appropriate support and adjustments.
- **Collaboration:** We actively involve parents, carers, and external agencies in the planning and provision of support for students with SEND. We provide greater choice and control for pupils and their parents over their support. We work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- **Early Identification:** To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND. In order to enable all children to participate in lessons fully and effectively and have access to a broad and balanced curriculum
- **Supportive Environment:** To value and encourage the contribution of all children to the life of the school. We create a positive and supportive school environment where students with SEND feel safe, valued, and empowered to take risks in their learning.
- **Adaptive Teaching:** We provide a range of teaching and learning strategies to ensure that every child experiences success in their learning. We set high expectations for all our students, including those with SEND, and provide them with appropriate challenge and support to enable them to reach their full potential.

Defining SEND

The 2014 Code of Practice says that:

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

(2014 SEN Code of Practice: 0 to 25 Years)

For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, EJS will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

Roles & Responsibilities

The provision of pupils with SEND is the responsibility of all staff members at EJS. Daily they teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular needs. We have high expectations of all our children and ensure that children on our SEND register make progress which compares well with the progress made by other children in school.

Mrs Amanda McAllister is the current SEND Co-ordinator and is responsible for the day to day operation of the SEND policy. She is supported by Miss Yvonne Craig (Headteacher) and Mrs Janet Butler the SEND Governor.

Their main duties are:

- Overseeing the day to day operation of the schools SEN policy
- Co-ordinating provision for children with SEND
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Managing the Support assistants in conjunction with class teachers
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Acting as a link with parents
- Contributing to the in-service training of staff
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family

The Role of the Governing Body

It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The governing body does its best to secure the necessary provision for any pupil identified as having SEND. The Governing Body ensure this policy is implemented fairly and consistently across the school. The governors ensure all teachers are fully aware of their responsibilities towards pupils with SEND. They consult the LA and other schools, when appropriate, and evaluate the success of the school's policy for provision for pupils with SEND. Janet Butler meets with the SENDCO termly to monitor SEND policy and practice. She also attends review meetings and staff training.

The governing body has decided that children with special educational needs and disabilities will be admitted to the school in line with the school's agreed admissions policy.

Educational Inclusion

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different learning strategies
- Learn at different rates
- Require a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Providing support for children who need help with communication, language and literacy;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping children to manage their emotions, particularly trauma or stress, and to take part in learning.
- Liaising with parents.
- Being accountable for the progress and development of the pupils in their class.

This policy ensures that teaching arrangements are fully inclusive and that the majority of pupils will have their needs met through normal classroom arrangements and high-quality teaching, which may include short term interventions such as Toe by Toe, Reading Intervention, Success in Spelling and Maths Recovery.

Identification, Assessment and Review

Early identification is vital. The SENDCO will work with all staff to ensure pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible in order to improve long term outcomes. At EJS the identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. The progress made by all pupils at this school is regularly monitored and reviewed by all staff during Barriers to Learning reviews. Pupils who are not making adequate progress in spite of high-quality teaching are identified as having special educational needs. Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress, as outlined in the SEN Code of Practice, given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

The SENDCO will consult with parents, pupils, carers, teachers and support staff about any additional provision to ensure that all interested parties are aware of the learning targets and their contribution to its implementation.

If we have sufficient evidence that a pupil is making insufficient progress despite the support implemented the SENDCO may seek external assistance from other agencies including specialist teachers and educational psychologists. The SENDCO will keep parents and pupils fully involved and informed about any proposed interventions. Pupils with a statement of special educational needs will also have an annual review of their progress and specific support through their EHCP. A report containing recommendations will be provided for the LEA which will consider whether to maintain, amend or cease the Statement.

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 ASC or ADHD or some other disability.

Categories of SEND

The school plans, manages and reviews SEND provision across the following four broad areas of need:

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

Specialist Provision

EJS is a one storey school building able to cater for children with SEND. There are a number of specialised withdrawal rooms and we have a full time Senior Mental Health Lead, 2 trained ELSA and a nurturing group. The school is fitted with ramps, a disabled toilet and shower room and the doors are wide enough to facilitate wheelchairs.

All of our teachers are trained to work with children with SEND and staff can access advice, information, resources and training to enable them to teach all children effectively. The school undertakes the annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. The SENDCO, in consultation with the head teacher /staff development officer will provide training to ensure all staff are fully informed of relevant SEND issues and procedures within the school. We have staff trained in First Aid, Mental Health First Aid, Positive Handling, Reading Intervention, Lego Therapy, Maths Recovery, Toe by Toe, Kidsafe, E-Safety and Autism Level 1.

Safeguarding and Behaviour

EJS recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that all staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The headteacher, SENDCO and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

Although SEND can affect behaviour it is not always an indicator. We do however recognise behaviour can affect a child or young person's ability to learn. If a child shows consistent challenging behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation), the school, in collaboration with the parents, would complete an Early Help Assessment and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS. All children's behaviour is responded to consistently in line with our Positive Behaviour Management Policy, although reasonable adjustments are made to accommodate individual needs.

Access to the Curriculum

All pupils have an entitlement to a broad and balanced curriculum, and we recognise that high quality teaching, adaptive teaching, is the first step in responding to pupils who have or may have SEND.

Teachers set high expectations for every pupil and use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives and teachers use assessment to inform the next stage of learning. Some children will have a small number of specific targets, ideally three or four, designed to enable them to progress, these will be discussed with parents during parent's evenings and will often form part of their report.

At EJS all children are placed into 'Learning Groups' for maths, English and spelling/reading based on their ability. This allows the teacher to tailor the lesson to the ability of the class and give each child the right support at their individual level to maximise learning. It also allows the children to experience the levels of understanding and rates of progress that bring feelings of success and achievement. These groups are reviewed on a regular basis during team meetings and children move freely between the groups if and when needed. Although children are set for these subjects each teacher follows the same adapted planning which ensures each child will share the same learning experiences that their peers enjoy. Our aspiration is that all children with Special Educational Needs and Disabilities will be able to experience the same curriculum as their classmates.

In addition to this the school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SEND are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the SENDCO who monitors overall progress after the intervention. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

English as an Additional Language (EAL)

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the

same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Allocation of Resources

The Head/SENDCO is responsible for the operational management of the specified and agreed resourcing for the special needs provision within school, including the provision for pupils with EHCP.

The Head teacher and SENDCO meet at least annually to agree how to use funds including those directly related to EHCP and the SENDCO draws up any resources bid when the school is planning for the next school improvement/development plan. They inform the governing body of how the funding allocated to support special educational needs has been employed through meetings with the SEND Governor who then reports back to the Curriculum Committee. The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

Educational, Health and Care Plans (EHCP)

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a **plan, do, review cycle**. Where higher levels of need are identified, we will access specialised assessments from external agencies and professionals. If, despite us having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the SENDCO, in consultation with parents, will consider requesting an Education, Health and Care needs assessment. The purpose of an EHCP is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

If, following the assessment, the Local Authority decides not to issue an EHCP, the school will be provided with written feedback and this information will be used to inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school.

If the Local Authority decides to issue an EHCP a draft plan will be sent to the school and parents for them to consider. The school will meet its duty to provide views on a draft EHCP within the allocated time.

Ewanrigg Junior School will endeavour to admit any pupil that names us in an EHCP provided that we feel we are able to adequately meet the needs of the child.

If a child is named on an ECHP plan it is our duty as a school to monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

We will:

- Ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting..

- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- If a pupil's needs significantly change, request a re-assessment of an EHC plan

An EHCP can be requested by parent, young person, teacher or anyone else concerned about the child's SEN and the parents and pupil have the right to appeal any decisions made regarding the EHCP.

Working with Parents and Children

At all stages of the SEND process, the school endeavours to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. If this is at odds with advice being received by the school we will work to try to bring the two opinions together. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. At all stages we encourage parents to make an active contribution to their child's education

Access to Extra-curricular Activities

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

Transfer/Transition Arrangements

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

Transfer from the infants-

- Work closely with local Infant Schools to gather information and records.
- Additional meetings for the parents and child with the new teacher.
- Opportunity to attend Summer School to familiarise themselves with the building and staff.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Transition to Secondary School –

- All parents and carers are invited to meet with their child's mentor for an induction meeting.
- Induction evening held at Secondary School.
- Enhanced transition arrangements, tailored to meet individual needs which may include a weekly transition programme.
- The secondary school SENDCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Moving to another school-

- Contact made between current and new SENDCO ensuring they are aware of any special arrangements or support that is needed to be made.
- Records will be transferred as soon as possible.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If the complainant remains concerned after following the local complaints procedure you are within your right to ask the Department for Education's School Complaints Unit to take up the matter.

Cumbria's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Cumbria's Local Offer is available from the County Council website.

The success of this policy is judged against the aims set out above. The Governing Body reviews this policy in line with the schools Policy review cycle, or as required.