



## Ewanrigg Junior School Special Educational Needs & Disability (SEND) Policy

### Introduction

At EJS we provide a broad and balanced Curriculum, which is differentiated to meet individual needs and abilities of all children. We aim to enable all children with Special Educational Needs & Disabilities (SEND) to achieve their full academic and social potential and to have equal access to the curriculum. Children may have SEND at any time throughout their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil. In their planning teachers take account of a pupil's special educational needs. The provision made therefore enables them to participate effectively in all curriculum and assessment activities in addition to broader aspects of school life.

### Objectives:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To create an environment that meets the special educational needs of each child
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;
- To enable all children to participate in lessons fully and effectively and have access to a broad and balanced curriculum
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents ensuring they are kept fully informed and engaged in effective communication about their child's SEND.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To allow children to become confident individuals who lead fulfilling lives

### Code of Practice 2014

- There will no longer be statements of SEN issued by the Local Authority as Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS).

### 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)

### 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 SEN
- Liaising with and advising fellow teachers
- Working in partnership with the Learning Mentor
- Managing the Support assistants in conjunction with class teachers
- Overseeing the records of all children with special educational needs
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made
- Acting as a link with parents
- Contributing to the in service training of staff
- Liaising with external agencies including the LEAs support and psychological services, health and social services and voluntary bodies.

### 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 SEN. The governors ensure all teachers are fully aware of their responsibilities towards pupils with SEN. They consult the LA and other schools, when appropriate, and evaluate the success of the school's policy for provision for pupils with SEN. Janet Butler meets with the SENDCO termly to monitor SEND policy and practice. She also attends Barriers to Learning 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:

- Providing support in all curriculum areas
- Planning to develop pupils' understanding through the use of visual, auditory & kinaesthetic experiences
- 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.

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 appropriate differentiation, which may include short term support such as Early Literacy Strategy, Additional Literacy Strategy, Progression in Phonics and Springboard Programmes.

### **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 at EY/SA, 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**

There are four broad categories of SEND:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and sensory.

### **Specialist Provision**

EJS is a modern 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 Learning Mentor who runs a nurture group when necessary. 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 SEN issues and procedures within the school. We have staff trained in Emergency First Aid in Schools, Positive Handling, Reading Intervention, Lego Therapy, Maths Recovery, Toe by Toe, Springboard Maths, Kidsafe and E-Safety.

Behaviour is not classified as an SEND. 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, which is differentiated to enable pupils to:

- Understand the relevance and purpose of learning activities
- Experience the levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives; we differentiate work and use assessment to inform the next stage of learning. Each child on the Barriers to Learning register 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 included in the child's report.

At EJS all children are placed into 'Family Groups' for maths, English and spelling 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. 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.

### **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 statements 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.

### **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 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. We will give parents' of children with special educational needs and disabilities extra advanced warning of school trips if this is needed.

### **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.