

HASLAND JUNIOR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This Policy has been written with due regard to LA guidelines and the DfES Code of Practice 2014 on the identification and assessment of Special Educational Needs and Disability. It provides a framework for the identification of and provision for children with Special Educational Needs and Disabilities. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

Definition of Special Educational Needs and Disability

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them. Special Educational Provision means: 'for children of two or over, educational provision which is additional to, the educational provision made generally for children of that age in schools maintained by the LA, other than special schools in the area'.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the LEA;

Children should 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.

The *Disability Discrimination Act* identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the *Disability Discrimination Act*. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Mission Statement

The Governors, Headteacher and staff at Hasland Junior School fully support and endorse the Derbyshire Approach to the Curriculum and aim to encourage and assist each child to maximise their potential in a caring, stimulating and happy environment.

To do this we must as far as possible treat each child as individual and cater for their particular needs be it intellectually, socially or emotionally and offer every opportunity for their full development whilst checking systematically and regularly to ensure progress.

Difficulties may be long or short term and fall within a wide range, from profound and complex to minor. A small minority of these children, about 1% of the school population, may need further assessment for an Education Health and Care Plan (EHCP). The provision for children with S.E.N. is a matter for the school as a 'whole'.

Fundamental Principles

As a school we fully endorse the principles set out in the SEND Code of Practice (2014), that

- a child with special educational need should have their needs met
- the special educational needs of children will normally be met in mainstream schools or settings
- the views of the child should be sought and taken into account
- parents have a vital role in supporting their child's education
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including appropriate curriculum for the foundation stage and the National Curriculum

This policy has been written taking these principles, along with the School's mission statement, into consideration.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their abilities or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioral needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all their senses and of varied experiences
- 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 individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- Providing a culture and practice that enables all pupils to be included in the school community by promoting self worth and enthusiasm and encouraging independent learning.
- Managing and deploying resources fairly so that all children's needs are met

Roles and Responsibilities within the School

All members of the school community share a responsibility towards children with SEND. They should use school procedures for identifying, assessing and making provision for pupils with SEND and share a commitment to inclusion and a partnership approach to provision.

The Governing Body

The Governing Body should, in co-operation with the Headteacher, determine the School's general policy and approach to provision for children with SEND; establish the appropriate staffing and funding arrangements; and maintain a general oversight of the School's work. The

Governing body has chosen to appoint a governor to take particular interest in and closely monitor the School's work on behalf of children with SEND.

The Governing Body will carry out the following statutory duties:-

- do their best to secure that the necessary provision is made for any pupil who has special educational needs
- ensure that, when the 'responsible person', the headteacher or the appropriate governor - has been informed by the LEA, that a pupil with an EHC plan, has his needs made known to all who are likely to teach the child
- ensure that teachers in the school are aware of the importance of identifying and providing for all pupils who have special educational needs
- ensure that any pupil with special educational needs joins in the activities of the school together with the other pupils, so far as that is compatible, with each pupil receiving the necessary educational provision, the efficient education of other children in the school and the efficient use of resources
- report annually to parents on the effectiveness of the SEND policy; monitoring and record keeping and allocation of resources

Special Educational Needs & Disability Co-ordinator - Miss A. Gould

The SENDCO, working closely with the Headteacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEND policy and provision.

The SENDCO's key responsibilities are:

- to develop the SEND policy along with the Head and designated governors and oversee its day-to-day operation
- to meet the needs of pupils with SEND
- to coordinate provision for children with special education needs and disabilities, particularly through *School Support*.
- to liaise with and advise fellow teachers on SEND provision, identifying a child's need, choosing suitable long term aims and exit criteria and using this to co-ordinate and plan suitable provision, including writing appropriate support plans.
- to oversee the deployment of teaching assistants
- to oversee the records of all children with special educational needs and disabilities
- to co-ordinate SEND provision and advise on the allocation of resources
- to co-ordinate all correspondence with the LEA in relation to SEND
- to liaise with parents of children with SEND and to signpost them to 'The Derbyshire Local Offer'
- to contribute to in-service training of staff and ensure staff needs in this area are highlighted in the school's future plans
- to liaise with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- to plan, lead and keep records of school-based reviews, GRIP evaluations and annual reviews
- to monitor the quality of teaching

The Headteacher - Mr. John Stringer

- has responsibility for the day-to-day management of all aspects of the school work, including provision for children with SEND
- should keep the Governing Body fully informed and work closely with and be supportive of the SENDCO
- ensure that a broad and balanced curriculum is available to all children
- ensure that the Policy is implemented throughout the school and in conjunction with the

senior management team be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken

Classroom Teachers

These should be involved in the development of the School's SEND policy and be fully aware of the School's procedures for identifying, assessing and making provision for pupils with SEND.

This will include:-

- identifying children with SEN
- providing special programmes of work - setting realistic targets and ensuring that they are met and monitored on a regular basis
- supporting teaching assistants in their role
- working closely with parents, encouraging their involvement
- informing and liaising with the SENDCO
- using a range of teaching strategies and attempting to differentiate the curriculum

Admission Arrangements for Pupils with SEND

We strive to be a fully inclusive school. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 315), if a parent wishes to have their child with an EHC plan educated in mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Curriculum Access

There are three essential principles to the National Curriculum Inclusion Statement:

- Setting suitable learning challenges.
- Teaching for diverse learning needs.
- Removing barriers to learning and assessment.

Sometimes we are unable to meet all of children's needs through these principles. When this happens, we need to provide support which is additional to or different from what we would provide for the majority of children of the same age.

Identification of children with special educational needs

The early identification, assessment and provision for any child who may have special educational needs are very important. To help identify these children the school is able to measure their progress by referring to:

- their performance monitored by the teacher as part of on-going observation and assessment
- the outcomes from baseline assessment results, if available
- their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- their performance against the level descriptions within the National Curriculum at the end of Key Stage 1, including Key Stage 1 SATs
- On entry to the school at 7, the evidence from teacher assessments, annual reports to parents and samples of children's work from the infant school
- standardized screening and assessment tools

The nature of the difficulties will be identified and long-term objectives written, which will inform the small steps aimed for in each target on a support plan. These difficulties are grouped as:

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

SEND Provision

When a child has been identified as having special educational needs or a disability, the head teacher, SENDCO and the child's class teacher should use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Support. They should:

- use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child
- identify and focus attention on the child's skills and highlight the areas for early action to support the child within class
- use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as identify any learning difficulties
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- involve parents in developing and implementing a joint learning approach at home and in school

Strategies to enable the child to progress will be recorded within a Support Plan or a Group Support Plan. Children are involved at an appropriate level in setting targets in their Support Plans and in the termly review meetings. Children are encouraged to make judgments about their own performance against their Support Plan targets. The Support Plan should include information about:

- the short-term 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 and/or exit criteria
- outcomes (to be recorded when the Support Plan is reviewed)

If the Support Plan review identifies that support is needed from outside services, parents will be consulted prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used so far. External support services will provide information for the child's new Support Plan. The new strategies in the Support Plan will, wherever possible, be implemented within the child's normal classroom setting.

In a very few cases, children may need additional support to the usual school resources normally available to them. The SENCO may then apply for additional support and funding from the Local Authority. This will happen after liaison with the relevant professionals, class teachers and parents/carers. The additional support can be applied for as a GRIP (Graduated Response for Individual Pupil). A GRIP is a tailor made programme that is written to meet the needs of the particular individual. It is designed to help reduce the barriers to learning. Each GRIP is evaluated on an annual basis, and can be re-submitted if needed. (Please see The Derbyshire

Local Offer for more information.)

A small majority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an Education, Health and Care Plan is necessary, the pupil's SEND and provision will be summarized in the EHC document. This will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the Education, Health and Care Plan.

Resources and INSET

We are concerned to develop a range of strategies and approaches and are constantly adding to our bank of resources.

The Governing Body has been concerned to use the school budget for the benefit of all children, including SEND children, by reducing class size.

The finances required for updating and broadening our SEND resources will be viewed as a priority and will be allocated each year from the school budget as funds allow. The school budget also provides TA support and an additional special responsibility allowance for the Special Needs Coordinator.

Governors are concerned that all staff receive information training and awareness raising for meeting the needs of pupils with SEND in school. All staff are consulted annually regarding personal, professional and whole school needs and these are identified and funds made available, wherever possible, to provide appropriate training.

Members of the Governing Body are also made aware of INSET opportunities and encouraged to attend training sessions.

Providing Curriculum Access and Inclusion

Pupils with special educational needs and disabilities will have access to a balanced and broadly based National Curriculum, with opportunity to join in all the activities of the school.

We strive to be an inclusive school, engendering a sense of community and belonging through our:

- Inclusive and caring ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

There are no special rooms at Hasland Junior School for SEND. TAs or Primary Support teachers may withdraw the child for specific work outside the classroom but often the children are educated and supported with their peers.

The Governors operate and support fully a Policy of Equal Opportunities and children with SEND are fully integrated with pupils who do not have SEND in all lessons and activities.

Hasland Junior School has no special facilities for hearing impaired or partially sighted children. There is provision for wheelchair access into the school building and classrooms. An accessible toilet is also available.

The school's admission policy does not differentiate between children who have and those who do not have Special Educational Needs and Disabilities. The Governors are anxious to ensure that we can make the best provision for all children and would look to the L.E.A. to provide additional

equipment and support for individual children prior to their admission, e.g. TA support, where it would be unreasonable to expect existing staff to cope and where the needs could not be met from within the school budget.

Parent/Child Involvement

Governors are keen to encourage and foster close links between home and school. The relationship between the parents of children with special educational needs and the school has a crucial bearing on the child's educational progress and the effectiveness of any school based action. We will endeavour to take account of the feelings and knowledge of parents at all stages. Parents must be regarded as partners in the educational process and must see that their views and anxieties are intrinsically important. Parents will be encouraged to attend all reviews concerning their child and we will attempt to arrange meetings at mutually convenient times. We accept also that the child has a right to be heard and encouraged (according to their level of understanding) to participate in decision making about the provision to meet their educational needs.

Complaints

Complaints about special education provision are in line with the LEA's formal procedure for dealing with complaints about the school curriculum and related matters, as required by the Education Reform Act 1988. Parents are expected to first approach the class teacher or the head teacher. If the problem cannot be resolved then Governors or the LEA can be approached.

Links - Schools

It is the practice of this school to have effective liaison with both Hasland Infants School and Hasland Hall Community School. Teachers from this school visit the Infant School and speak with the teachers there about all the children. Concerns and recommendations are noted. The Year 2 children also visit this school on a number of occasions in the summer term.

All the Year 6 children have regular meetings with foundation year teachers and the head and deputies of Hasland Hall Community School. A SEND Coordinator liaises about the children for whom he/she will be responsible and all relevant information is passed on before transfer.

Where SEND children transfer from or to schools other than those named above, the School's SENDCO will communicate with those schools to gather or share information about the pupils.

Links - Other Agencies - The Derbyshire Local Offer

Hasland Junior School is aware of the services available when dealing with the special education needs and disabilities of all children and is anxious to work in close partnership with them. Such support services include specialist teachers for hearing, sight, speech and language impairments. There are behaviour support services, educational psychologists, advisers and teachers with knowledge of information technology for children with special educational needs and disabilities.

A child's difficulty at school may be related to a medical condition, disability or development delay. When the school suspects a medical problem exists, the school doctor should be consulted after having obtained the prior consent of the parents. If a problem is confirmed, the doctor should notify the designated medical officer of the LEA who is responsible for children with special educational needs and disabilities.

Social Services departments have designated officers who are responsible for working with schools and LEAs on behalf of children with special educational needs, disabilities and looked-

after children and to whom schools and LEAs should refer for advice.

The Derbyshire Local Offer is an initiative which lists information about the provision they expect to be available for all children and young people aged 0-25 in their area with SEN and disabilities. Contact details are given for all the services available.

Evaluating Success and Review

The success of the school's SEND Policy and Provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, SENDCO and subject coordinators
- Analysis of pupil tracking data and test results
- Value added data for pupils on the SEND register
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation, using a variety of approaches
- SLT meetings
- The school profile
- The SEND moderation process
- The School Improvement Plan

The Governors will review this Policy every two years.

The Special Needs Register will be updated every second term.

Policy updated 4th May 2018

