

Fernhurst Junior School

Policy for Special Educational Needs and Disability

Aims of the Policy

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need/additional need
- To provide appropriate access to the National Curriculum as well as to plan for and provide a curriculum which is accessible to the needs of all pupils.
- To raise staff awareness of the need to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish regular good home school communication.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEND.

Policy Objectives

- To identify as early as possible those pupils with SEND and the nature of their needs.
- To encourage pupils to develop independence and seek to avoid over reliance on adults
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To make appropriate referrals to outside agencies, after consulting with parents.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND.

School Procedures

When pupils enter our school, either at the start of Year 3 or at any other time during the school year, the SENDCO will note any SEND identified and seek to liaise with previous schools.

The class teacher will differentiate work accordingly and identify any additional support that may be needed beyond what is ordinarily available in the classroom. If a pupil is not making the expected progress, the class teacher will consult with the SENDCO about their concerns and after discussion, the pupil will may be included in additional intervention programmes and, if appropriate, placed upon the SEND Register. Parents will be informed if their child is included in an intervention programme or the SEND Register.

SEND SUPPORT

If after consultation with the SENDCO a pupil is placed upon the SEND Register the class teacher has overall responsibility and will:

- Have already provided differentiated work
- Place the pupil to work in a group working where learning support is given where appropriate
- Provide increased differentiation of class work exploring ways in which increased support might meet the individual needs of the pupil.
- Hold regular reviews with SENDCO and invite parents to discuss their child's progress
- Monitor and review the pupil's progress

The SENDCO will oversee the pupil's special educational needs provision, working with the class teacher and LSA.

SPECIALIST SUPPORT

When appropriate, external specialist agencies will work alongside the SENDCO who will continue to work closely with the pupil's teachers. The SENDCO and class teacher will share responsibility for the pupil with external specialist agencies relevant to the pupil's needs.

The SENDCO (in consultation with the Head teacher and class teacher) will:

- Review all the available information and contact appropriate external advisory agencies
- Consult parents and obtain their permission to submit a referral form if a decision is reached to seek the help of an outside agency
- Collect any additional information from any other appropriate outside agencies and feed back to teachers
- When appropriate, consult with the class teacher to draw up a Pupil Passport to include specific targets which may include suggestions from the relevant outside agencies
- Make arrangements for monitoring progress and set a review date

Education Health Care Plans (EHCP)

If various strategies and/or programmes have been implemented and continued for a reasonable amount of time and the pupil's needs remain such that they cannot be effectively met within the resources normally available to the school, after consultation with parents/carers a request for statutory assessment may be made to the Local Education Authority. This request will be supported by evidence collected through an SEND Support Plan which parents will have contributed to.

During the academic year prior to a pupil entering our school with an Education Health Care Plan, the SENDCO will request to attend the EHCP review held during Year 2, in order to gain increased understanding of the child's needs.

The Head teacher has been delegated overall responsibility for special needs from the Governing Body, and the Special Needs Co-ordinator manages the framework of provision for pupils with SEND.

The Role of the SENDCO

The SENDCO at Fernhurst Junior is Cheryl Hudson (Assistant Headteacher and Inclusion Manager). Her responsibilities include:

- Managing the day to day operation of the SEND policy
- Coordinating the provision for children with SEND
- Liaising with and advising colleagues
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Reviewing school based assessment and completing the documentation required by outside agencies and the LEA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEND
- Liaising with infant and secondary schools to ensure effective transfer of pupils
- Liaising with support staff who deliver the intervention programmes
- Monitoring the effectiveness of support staff and intervention programmes

The Governing Body

Cliff Pledge is the named governor responsible for SEND. The governing body works to secure the necessary provision for any pupil identified as having SEND. The governors ensure, through the delegation of the Head teacher, that all teachers are aware of the importance of providing for children with special educational needs. They monitor and report to parents annually on the success of the school's policy for children with SEND.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENDCO and other staff
- Evidence of monitoring classroom practice by SENDCO
- Analysis of pupil tracking data and test results for individuals and groups of pupils
- Value added data for pupils on the SEND register
- Evidence from OFSTED inspection reports
- School profile
- School Development plan
- School self review documentation

Admission Arrangements

Admission arrangements for pupils with SEND are governed by the school's Admissions Policy. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils wherever possible by including pupils in:

- identifying their own needs and learning about their own learning (self assessment).
- Target setting in mathematics and literacy
- The self-review of their own progress and in setting new targets through the use of Pupil Passports where applicable.
- Asking their opinions prior to annual EHCP reviews by completing a 'This is me now' form.
- Inviting them to attend EHCP reviews and encouraging pupil participation during the review.

Identification and Assessment

We accept the principle that pupil needs should be identified and met as early as possible. The SENDCO works closely with class teachers and Learning Support Assistants. The school adopts the levels of intervention as described in the SEND Code of Practice (2014).

We adopt the following procedures for identification and assessment

- the analysis of data including teacher assessments and test scores.
- following up parental concerns
- tracking individual pupil progress over time, including termly tracking of every child for reading, writing and numeracy.
- information from previous schools
- information from other services
- Using the Portsmouth Profile of Need

The SENDCO maintains a record of pupils identified through the procedures listed. This register is reviewed termly.

For some pupils a more in depth individual assessment may be undertaken by the school. For pupils with additional needs that cannot be met solely by their class teacher and SENDCO, an external agency will be involved in assessment and identification of need.

The protocols and procedures described in Meeting Individual Needs are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with an Education Health Care Plan for special educational needs.

Curriculum Access and Provision

Our school provides pupils with SEND with a broad and balanced curriculum. Teachers differentiate work in order to meet the learning needs of all pupils. Additional Provision may be

- in class support for small groups with the class teacher or teaching Assistant
- small group withdrawal with a teaching assistant/qualified teacher

- individual class support / individual withdrawal
- further differentiation of resources

When appropriate, pupils who need specialist external support and Education Health Care Plans will have Pupil Passports; these may identify individual targets where advice has been received from an outside agency.

Links with Education Support Services

Pupils at our school may be involved with one or more of the following agencies:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Services (SALT)
- Sensory Impairment Service
- Solent Therapy Services (Occupational health and physiotherapists)
- English as an additional Language (EMAS)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nursing team

We also aim to maintain effective working links with:

- Community Health Service
- Social Services
- Attendance Monitoring Service
- The SENDCO maintains links with other SENDCOs through regular attendance at meetings.

Partnership with parents

At our school we aim to work closely with parents. Considerable value is placed on the contribution parents can make to the life of the school and in particular, to their own child's progress. Teachers share targets with parents in formal reports and at termly parent meetings. Teachers and the SENDCO are available to meet with parents at any time though appointments will be necessary.

Training

In order to maintain and develop the quality of our provision, a variety of training is undertaken during staff meetings and INSET days. Training may be delivered by internal or external providers.

Resources

Resources are kept in the Inclusion room in labeled drawers and upon bookshelves. There are a variety of resources within the SEND Inclusion folder.

The school will purchase resources as recommended by specialists within financial constraints.

Monitoring and Evaluation

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Classroom observation and drop ins

- Work sampling
- Scrutiny of planning
- Informal feedback from all staff
- Pupil interview
- Pupil tracking-analysis of Teacher Assessment data
- Pupil progress meetings
- Monitoring Pupil Passports and IBP targets where appropriate
- Movement on the register
- Evaluating attendance records

Success criteria- How will we know that we are succeeding in meeting the needs of pupils with SEND?

We have identified the following success criteria to evaluate the effectiveness of the policy:

- The SENDCO has termly meetings with the governor responsible for SEND.
- The register is updated termly.
- The register is up to date and easily accessible within the SEND folder in the Staff Drive, levels of intervention are identified.
- There is movement on the register, both up and down the levels of intervention
- Parents are informed about their child's involvement in Intervention Programmes.
- All pupils with Pupil Passports have the targets reviewed in accordance with outside agency advice
- All pupils with Pupil Passports are aware of their individual targets
- All Pupil Passport targets are SMART and written in accessible language
- Parents are informed of their child's targets
- All parents feel involved in their child's education
- All teachers' weekly plans show evidence of differentiation
- There is evidence of individual pupil progress over time
- SEND issues are included in staff development planning
- All teachers are aware of their responsibilities
- The SENDCO contributes to the School Development Plan

Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the head teacher. The Chair of Governors may be involved through the school's complaints procedure. In the case of an unresolved complaint the LA may be involved.

Cheryl Hudson
Inclusion Manager

To be agreed by Full Governing Board:

10th February 2022

Review Date:

Spring Term 2023

Signed (by Chair of Governors): _____

