

Brookland Junior School

'Be Kind, Be Respectful, Be the Best you can be'

Special Educational Needs & Disabilities (SEND) Policy



Date: November 2022	Last reviewed: November 2021
Written by: HCC – adopted by school	
Approved by: Courtney Clark (SENDCo) and Mandeep Barton (Headteacher)	
Next review due by: November 2023	

The Special Educational Needs & Disabilities Co-ordinator is: Miss C Clark

She can be contacted via the school office on 01992 624487 or by emailing senco@brooklandjm.herts.sch.uk

The Governor for Special Educational Needs and Disabilities is: Mrs L Direnzo

Rationale

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching styles and differentiation. (RRS Article 23 & 28)

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning in order that all children can achieve their best and become confident individuals living fulfilling lives. (RRS Article 29)

Objectives

1. To implement the requirements of the SEND Code of Practice 2014 in accordance with L.A. guidelines.
2. To work in partnership with pupils and parents to enable pupils to achieve their short and long term goals.
3. To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.
4. To ensure the most effective use of school staff, (teaching and non-teaching) and resources for pupils with special educational needs.
5. To use whole school assessment procedures to facilitate the early identification and assessment of pupils with special educational needs.
6. To ensure the ongoing use of consistent record keeping, assessment, planning, monitoring and reviewing procedures.
7. To ensure effective working arrangements with external agencies.
8. To promote continuity of SEND provision through effective transition between schools.
9. To enable staff, Head Teacher and Governors to evaluate the effectiveness of SEND provision within the school.

Identifying Special Educational Needs

Brookland Junior School follows the DfE SEND Code of Practice in defining special educational needs:

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

The school will seek to identify pupils making less than expected progress given their age and individual circumstances. 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.
- Widens the attainment gap.

It can include progress in areas other than attainment, such as social development.

Limited progress and attainment may not always be identified as SEND:

- There are many behaviours and or presenting needs that do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be a graduated approach following initial discussions with parent and the SENDCo.
- If other circumstances such as housing, domestic circumstances or bullying may be contributing to disruptive behaviour or learning delay, a multi-agency approach may be appropriate. Such events will not always lead to children having SEND but it can have an impact on a child's well-being and progress and will be supported by the SENDCo. (RRS Article 19)
- Slow progress and low attainment should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities and should be tracked carefully.
- A child must not be regarded as having a learning difficulty solely because the home language is not English.

There are four broad areas of SEN, although in practice, individual children often have needs that cut across all these areas and their needs may change over time. At Brookland we identify the needs of pupils by considering the needs of the whole child.

Broad areas of need:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate to profound.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of difficulties, which may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children with vision impairment (VI), hearing impairment (HI), physical and neurological impairment (PNI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

A Graduated Approach to SEN Support.

High Quality Teaching

As part of high quality teaching, all teachers constantly assess every child's attainment and progress. If a child is making less than expected progress, then the teacher will adapt their teaching to target the areas of weakness- this may include modifying teaching, use of resources or in class support. The majority of pupil's needs will be met through high quality teaching.

Where progress continues to be less than expected, the class teacher will do the following:

- Talk to the child about what they are finding difficult and discuss ways to help them.
- Talk to the parents/carers about their child's areas of strength and difficulty, concerns, the agreed outcomes sought for the child and the next steps.
- Talk to the SENDCo for further advice.
- Make further assessments.

All this information forms part of an initial assessment and will help to:

- Identify the child's strengths and weaknesses.
- Decide what the child and parents want to achieve.
- Decide what strategies will help the child.

The class teacher will record this information on the school's Assess, Plan, Do, Review form and discuss with the SENDCo. If it is decided that the child may have SEN then targeted provision will begin.

Targeted Provision

The SENDCo will enter the child's needs onto the SEND record. The SENDCo will keep a record of all children with special needs in the school, as well as copies of all information regarding the child's special needs.

SEND support will take the form of a four-part cycle known as the graduated approach. The graduated approach works as a spiral, giving increasing knowledge about how to meet a child's needs. The class teacher will maintain the child's individual Record of Intervention. This records the assessments, interventions and outcomes of the child's SEND support.

The Graduated Approach

Assess

The initial assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

The teacher, SENDCo, child and parents will discuss the adjustments, interventions and support to be put in place- as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded by the class teacher on the child's individual support plan.

Do

The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed termly. This review should include the views of the pupil and if appropriate they will attend. Parents and other professionals involved with the child will also be invited. The meeting will be recorded on the SEND review sheet. This contributes to more detailed assessment of their needs and the cycle starts again.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised, gives a growing understanding of the child's needs and of what supports him/her in making good progress and securing good outcomes. As the cycle continues, interventions will typically be more intensive, individualised and sustained. We may also draw on more specialist expertise to help achieve the best outcomes. The SENDCo will make these referrals with the agreement of parents/carers and liaise with external agencies.

If this cycle of assessment and support does not lead to expected outcomes for the child and they continue to have significant difficulties, then the parents/carers and the school may decide to request an Education, Health and Care Plan.

Criteria for exiting the SEND record.

If a child is making progress and has reached broad national attainment, without further need of additional provision, then they may be removed from the SEND register. This must be done with the agreement of the pupil, parents/carers and professionals working with the child.

Supporting Pupils and Families

The school is committed to working in partnership with parents to support pupils with special educational needs and disabilities, and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. Meetings with parents are logged on our CPOMS system.

Should parents wish to discuss a concern, they are welcome to make an appointment to do so with the class teacher. The class teacher will then liaise with the SENDCo as and when appropriate. If after speaking to the class teacher you feel it is still necessary to meet with the SENDCo, you can do this by contacting the front office or by emailing the SENDCo on senco@brooklandjm.herts.sch.uk

Individual arrangements will be made for parents who experience literacy or communication difficulties or who speak English as an additional language.

Parents have access to the SEND policy and can find further help and information, including where to find independent support and advice, in the schools SEND information report, both of which can be found on the school's website.

Supporting Pupils with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The school works closely with the School Nursing Service and where a medical condition requires special arrangements or adjustments in school, a planning meeting will be arranged. Pupils needs and the school's care arrangements will be recorded on a Health Care Plan. The School Nursing Service provides training for school staff as required.

Where pupils have a medical condition which requires medication to be administered in school, this can be arranged with the SENDCo and is usually carried out by one of our qualified first aiders.

Monitoring and evaluation of SEND

The SEND Governor along with the Head Teacher meet to measure the effective implementation of the School's SEND policy. Together, they ensure that:

- Accurate records of intervention are kept for all pupils with SEND.
- The monitoring of pupils progress shows improvement in attainment.
- Parental and pupil satisfaction is evident through review meetings and parent questionnaire's.
- Annual reviews are successfully completed on time.
- Pupils with SEND have well defined and realistic support plans which facilitate full participation in school life.
- All staff are following the procedures laid out in the policy.
- All staff feel confident in managing the needs of SEND pupils.

There is a governor appointed as SEND Governor who is responsible for monitoring SEND policy and provision.

The Head Teacher makes a termly report to the full governing body meeting. An annual report is made by the Governing body to parents.

The School's arrangements for SEN In-Service Training

The school actively encourages in-service training and the professional development of staff both teaching and non-teaching in order to ensure good practice. The SENDCo and Senior Leadership Team regularly observe and share feedback with class teachers and support staff in order to develop good practice. The SENDCo attends DSPL4 SEND clusters and support group meetings and also external training sessions where appropriate.

The school SENDCo and LEA advisory staff provide SEND inset for teaching and support staff where appropriate. This may be whole school based or working with individual teachers. Teachers are also encouraged to attend training with external agencies.

The SENDCo provides induction sessions for ECTs and new members of staff to familiarise them with the SEND procedures. At the beginning of each school year SENDCo remind all staff of the SEND procedures and advise of any update in SEND arrangements.

Roles and Responsibilities

The Class Teacher is responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum meets the pupils individual needs,
- Monitoring the progress of all pupils and identifying, planning and delivering any additional help pupils may need. Discussing with the SENDCo as necessary.
- Ensuring that all members of staff working with the class are aware of individual needs and what specific adjustments need to be made to enable everyone to be included and make progress.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Special Educational Needs & Disabilities Coordinator (SENDCo) is responsible for:

- Coordinating provision for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that parents are involved in the graduated approach.
- Liaising with other agencies. e.g. The Speech and Language Therapy Service, The Educational Psychologist, DSPL4 support staff, outreach services, paediatricians.
- Updating the school's SEND register of need, and ensuring accurate record keeping.
- Providing specialist support for teachers and support staff.
- Supporting class teachers in meeting the needs of all pupils in their class.
- Organising training for staff so they are aware and confident about how to meet the needs of pupils within our school.

Teaching Assistants are responsible for:

- Working under the direction of the class teacher, to support pupils to make progress and achieve independence. This may be done through:
 - In class support.
 - Small Group interventions
 - 1:1 work

Head Teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.

Admission arrangements for pupils with Special Educational Needs

Pupils are admitted to the school according to the LA admissions criteria, provided their needs can be met in a mainstream school.

Admissions of children with EHC plans are discussed with the L.A. Special Needs Team and a planning meeting is held prior to admission.

Links with other Mainstream and Special Schools

Brookland Junior School works closely with the Infant School to ensure smooth transition for children coming into our school from the Infants.

Advance planning for pupils in year 6 is also essential to allow appropriate choices of school to be considered and transition support to be put in place. The SENDCo will liaise with SENDCos of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

SEND records for children transferring into the school at other times are requested from the previous school and, where possible, information is sought by the SENDCo by telephone or

by a visit, if appropriate. SEND records of children transferring out of the school are passed on to the receiving school and direct contact made where appropriate.

Dealing with complaints

If a parent/carer wishes to make a complaint about the special educational provision made for their child they should contact the SENDCo via the school office or emailing directly. A meeting will then be held to discuss the nature of the complaint. This will be recorded in writing, as will agreed action. A review date should be set.

If a parent has a serious cause for complaint which has not been resolved to their satisfaction through meeting with school staff they should submit their complaint in writing to the school with the course of action they hope to achieve. This letter will be dealt with by the Governing Body and a response made to the parent/carer.