

## **SEND Policy at Ashley Junior School**

**Updated November 2018**

### **Special Educational Needs and Disability (SEND)**

This policy pays due regard to the Children and Families Act (2014) and the Special Educational Needs and disabilities (SEND) Code of Practice (2014). The Children and Families Act defines when a young person has special educational needs. This is when they either have a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education which is additional to or different from that generally made for others of the same age in mainstream schools. Special education provision will be designed to 'achieve the best possible educational and other outcomes'. (Child and Families Act 2014 section 19(d)).

The SEND policy is made available on the school website. In addition, an information report for SEND linked to the Hampshire Local offer, is also available and gives further details on approaches and provision at Ashley Junior School.

### **Special Educational Needs Coordinator (SENCO)**

The SENCO is the person responsible for managing the overall provision made for children with Special Educational Needs. The SENCO at Ashley Junior School is Mrs Williams.

Mrs Williams is the Assistant Head, SENCO and Inclusion Leader at Ashley Junior School and is a part of the school leadership team (SLT). Mrs Williams also leads and manages our resourced provision for moderate learning difficulties (MLD). Her qualifications include a Master's degree in education and specialist qualifications in dyslexia, autism, speech, language and communication and severe learning difficulty.

The SENCO may be contacted through the admin office on (01425) 616510 on a Monday, Tuesday, Wednesday or Thursday.

The role of the SENCO involves:

- Ensuring all practitioners in the school setting understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN.
- Advising and supporting colleagues
- Ensuring that parents are involved as much as possible in supporting outcomes for their child's provision.
- Liaising with professionals and other agencies outside the school setting as appropriate.

### **Our beliefs and values in relation to SEN**

At Ashley Junior School we believe that every teacher is a teacher of children with SEN. All teachers are trained in approaches of Quality First Teaching (QFT) and we continuously monitor and adjust

teaching environments, resources, curriculum content and peer groupings to ensure that all children can access and enjoy the school learning opportunities on offer.

In most cases, adjustments in Quality First Teaching will support the needs of pupils with SEN. However, we are experienced and skilled in identifying those children who may need additional approaches and services to meet their special educational needs. In all cases, we value the opportunity to work with parents, pupils, staff and other agencies to achieve the best outcomes for all our pupils.

In line with our inclusion policy and our duties under the Equality Act 2012, we are committed to making reasonable adjustments to ensure that disabled children are not put at a substantial disadvantage. With the support of parents and the wider community we seek to prevent discrimination, to promote equality of opportunity and to foster good relations in relation to all our young people.

This policy has been developed in consultation with members of staff, governors and parents. We want our policy to be accessible to all our stakeholders so any suggestions for improving accessibility would be welcomed by the school. The policy is subject to annual review by the governing body at Ashley Junior School. Our intent is to increase levels of engagement with parents, carers and families as much as possible.

### **School Context**

Ashley Junior School currently has 248 pupils on roll. Most children with SEN are supported through quality first teaching (QFT) through a variety of approaches. However, 34 children receive additional SEN support and 17 of these children are supported at a higher level through an Education, Health and Social Care Plan (EHCP). Thirteen children with EHCPs have a placement in our resourced provision for Moderate Learning Difficulties (Robin Class). The resourced provision is funded separately by Hampshire County Council.

### **Aims and objectives**

At Ashley Junior School we have high aspirations and expectations for all children, including those with SEND. We believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- are enabled to make a successful transition into the next phase of their education.

All schools are required to identify and address the SEN of the pupils that they support. At Ashley Junior School, the identification of SEN is built into our overall approach to monitoring the progress and development of all pupils. We hold termly pupil progress meetings where class teachers report to the senior leadership team (SLT) in relation to pupil progress. Barriers to progress are identified and discussed. Class teachers explain what strategies have been tried so far and class teachers, LSAs

and SLT identify next steps. The SENCO, as part of SLT, will be available to support and advise colleagues about new strategies to try, specialist assessments, interventions or structured programmes for the teacher to adopt. During the pupil progress meeting, the class teacher may present evidence showing that the child requires an increased level of SEN support in order to make good progress. At this time it may be decided to initiate a personalised learning plan (PLP) as part of our graduated response to SEN support.

### **Identification of special educational needs**

Ashley Junior School has a clear approach to identifying and responding to SEN. The benefits of early identification are recognised. The Code of Practice identifies four broad categories of need. These are communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory or physical needs. Each category provides a list of criteria which guide the school in their identification and response. The Code of Practice encourages us to explore the reasons for stalled progress. Assessments will help us determine causal factors such as undiagnosed learning difficulties or with communication or mental health needs.

Our purpose in identifying individual needs is to help the school to work out what action to take. We work with parents and pupils so as to gain a full understanding of a child's particular strengths and needs. We then seek to address them by using well-evidenced interventions or specialist equipment or software.

### **Not SEN but may impact on progress**

At times, the learning and progress of children are hindered by aspects which are not related to SEN. The guidelines of the Code of Practice remind us that the following factors are not SEN but do impact on progress and attainment. These children will not necessarily be identified as having SEN.

- Disability – reasonable adjustments will be made to maximise progress
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a parent in the services
- Persistent disruptive or withdrawn behaviours. Where family or domestic issues appear to hinder a child's progress or attitudes, the early help service may be contacted to support the family in the first instance.

### **A graduated approach to SEN support**

In accordance with the Code of Practice, there is now a single category of support, SEN support. At Ashley Junior School, we have adopted the graduated approach to SEN support. As discussed in a previous section, making adjustments in quality first teaching is our first response to supporting a

pupil to access learning. If a range of tried and tested approaches fail to make a difference then we will adopt a series of approaches.

The Code of Practice emphasises that the needs of most pupils can be met through high level quality teaching. However, if, in spite of having all the intervention, adjustments and good quality personalised teaching a pupil does not make adequate progress then they may be identified as requiring SEN support.

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At Ashley Junior School, we follow an **ASSESS, PLAN, DO, REVIEW** cycle at each step of the graduated response process.

### **Step1 – Quality first teaching includes...**

**Assessment** for learning (AFL)

**Plan** -SLCN, dyslexia friendly approaches, inclusive approaches

**Do** -Teacher directed/LSA led interventions

Adjustments to timetable, curriculum

Personalised teaching and planning

**Review**- review progress. Share concerns at pupil progress meetings. Adjust QFT approaches as appropriate.

### **Step 2- Personalized Learning Plan (PLP)**

**Assess** - using the multi element plan.

Specialised assessments

Track progress

**Plan** –Increased personalised planning with class teacher, Senco, Pupil and parent as appropriate.

**Do** -increase use of multisensory approaches and interventions.

**Review** - Share progress with SLT at progress meetings. PLP reviews.

If pupil does not progress or begin to catch up move to Step 3

### **Step 3-Outside Agencies**

**Assess**- Outside agencies may carry out more specialised assessments.

**Plan** – Joint planning meetings with school, parents and outside agencies

**Do** – School add outside recommendations into PLP.

**Review** – Review outcomes with a range of professionals and parents. Continue on register or return to Step 2.

### **Step 4 – Application Process initiated for Education, Health Care Plan (EHCP)**

Class teacher, relevant staff and parents work with the Senco to collate evidence in support of an EHCP application where need is agreed. Where application is successful,additional

funding may be provided to support an increasingly individualised support package to meet pupil need.

The assess, plan, do, review cycle will be used in joint agency planning.

### **Personalised Learning Plans (PLPs)**

The PLP should be a living record which sets out exactly

- what needs have been identified
- how to remove key barriers to learning effectively
- what works
- clear outcomes to be achieved within an agreed timeframe
- Pupil views

In many cases, targeted interventions enable the child to make accelerated progress and to catch up with their peers. In consultation with the SENCO, it may be agreed that SEN support and PLP are no longer necessary. In this case, the assess, plan, do, review cycle will return to Step 1 where quality first adjustments continue to be made as appropriate in the class setting. In all cases, the class teacher will continue to adjust quality first provision to meet the needs of their children. Teachers will continue to raise any concerns at pupil progress meetings.

### **Training and resources**

Training opportunities have enabled staff to develop a range of specialisms such as

- emotional literacy support
- speech, Language and communication
- hearing impairment support
- nurture
- delivery of structured programmes such as Catch up, precision teaching, simultaneous oral spelling (SOS) and Lexia reading programme
- First Class at Number

A budget for SEN is available to provide a wide range of specialist resources to support both Quality First Teaching (QFT) and more specialised approaches. Resources include adapted furnishings and furniture such as a nurture environment, learning bays, play zones and quiet areas. Specialised resources include the use of sensory equipment such as weighted shoulder wraps, ear defenders, oral motor resources and soft play equipment.

### **Roles and responsibilities**

- The **SEN Governor** has a duty to oversee the school's SEN policy and ensure that it is implemented effectively. The SEN Governor liaises with the SENCO in order to keep up to

date with the school's SEN policies and ensure that they have a positive impact on outcomes for SEND pupils.

- **Learning support assistants** – We have a highly skilled team of learning support assistants (LSAs) who support children with SEN in the classroom, at play and in small group settings. Their role is to support both the pupil and the class teacher in providing good quality first teaching and SEN support. Some LSAs support identified children with statements or EHCPs across a range of settings to encourage their progression in learning and independence. We also have a home school link/ mental health worker (Mrs Cheesman) who works closely with families and other agencies to support individual children.
- **Line Manager of the learning support team** – Mrs Williams (SENCO, Inclusion Leader and Assistant Head). The Line Manager leads and manages the learning support team so that QFT and SEN support operate effectively. In this way SEND pupils are included and able to access the curriculum alongside their peers.
- **Designated Safeguarding Lead (DSL)** - Mrs Henville is Deputy Head and Designated Safeguarding Lead with responsibility for child protection at Ashley Junior school
- **Management of pupil premium and looked- after children funding.** The Senior Leadership Team (Mr Rix, Mrs Henville and Mrs Williams) is responsible for managing the pupil premium funding and Mrs Henville is responsible for managing the looked - after children funding.

### **Storing and managing information**

SEN assessment data and information is stored as hard copies and in electronic format. On transition, individual SEN files and information are passed on to the pupil's next school. Overall SEN progression data may be stored by the school and used for analytical purposes to track effectiveness of interventions and approaches.

We welcome feedback about our SEND provision at Ashley junior School. If you have any concerns about your child's access to the curriculum or their SEN provision then please talk to us straightaway and we can usually work with you to sort things out quickly .The following procedure may help

- contact your child's class teacher in the first instance
- if you still have concerns, then contact Mrs Williams who is the SENCO, Inclusion leader and Assistant Head
- if the matter is not resolved to your satisfaction, then please contact the Head teacher.

We are always keen to work in positive partnership with families and are ready to listen and respond to your suggestions.

**Reviewed and approved by the Curriculum committee 18.01.17.**

**Updated November 2018**