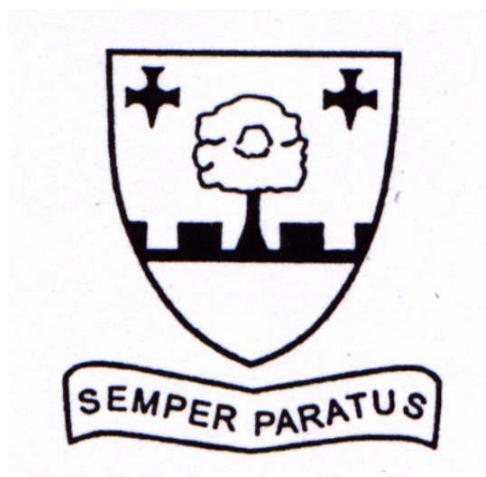


ELMWOOD JUNIOR SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Issue 10

Approved by:	Curriculum Committee	Date: 09/03/2022
Signed on behalf of Curriculum Committee:		Date: 09/03/2022
Approved by:	FGB	Date: 21/03/2022
Next review:	12 months	
Signed on behalf of FGB:		Date: 21/03/2022

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

This SEND policy is a key document to support the finest inclusive practice in our school. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community.

The policy complies with the statutory requirements and guidance set out in relevant legislation and documents and links to the school's Inclusion, Behaviour, Teaching and Learning, Medical and Curriculum policies. It is available on our website or hard copies are available from the school office. The School website also includes a link to the school's SEN Information Report and Croydon's Local Offer of Special Needs.

Our Special Educational Needs Coordinator (SENCo) takes overall responsibility for the operation of this policy and co-ordinating specific provision for pupils receiving SEND support. Our SENCo also contributes to the strategic development of SEND provision. Our SENCo can be contacted via the school office. The SENCo is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination and is a member of the Senior Leadership Team.

Elmwood Junior School is a Rights Respecting School. Children are aware of their rights as defined in the United Nations Convention on the Rights of the Child. Those that relate to SEND, specifically:

- Article 12 (respect for the views of the child) – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 23 (children with a disability) – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- Article 28 (right to education) - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Principles and definition

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice: 0 – 25 years (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical (medical)

We work closely with parents/carers and children to ensure that we take into account the child's own views and aspirations and the parents'/carers' experience of, and hopes for, their child. Parents/carers are invited to be involved in planning and reviewing SEND provision for their child regularly throughout the year. We recognise the importance of the child and the child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

All children at Elmwood Junior School benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach all children, regardless of ability, to provide challenge and engagement ensuring appropriate progress in learning. In addition, we implement some focused interventions to target particular skills and provide specific support as required.

We have regard to the definition of SEND as described in the Special Educational Needs and Disability Code of

Practice: 0 - 25 Years (2014):

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or*
- b) 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'*

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated Quality First teaching and all relevant and purposeful interventions and strategies being in place.

Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different to the language in which they will be educated at school.

In accordance with the Equality Act 2010, a disability is a physical or mental impairment which has a long term and substantial adverse effect on a person's ability to carry out normal day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long term health issues such as asthma, epilepsy and cancer.

Special educational provision means:

Educational provision which is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Our aims are:

- To create an environment that meets the special educational needs of each child in order that they can experience success in their learning and achieve their learning potential
- To ensure that the needs of pupils with SEND are identified as early as possible, and that they are assessed, effectively provided for and regularly reviewed
- To ensure equality of opportunity and that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum through reasonable adjustments
- To work in co-operation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To ensure support for pupils with medical conditions and full inclusion in all school activities through consultation with parents/carers and health and social care professionals
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account
- To ensure a high level of staff expertise to meet pupil need, through universal and targeted continuing professional development
- To provide differentiated and personalised learning opportunities building on each child's strengths and interests
- To keep up to date with the provision and services set out in the Local Authority's Local Offer to maximise mainstream universal services and funded targeted and specialist provision and services
- To always work in the best interests of the child alongside our responsibility to ensure the effective and efficient use of public resources.

Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation. Through appropriate curricular provision we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies towards learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different approaches and experiences.

The SENCo in collaboration with parents and other key agencies will ensure appropriate provision is in place to support pupils with SEND entering the School.

Identifying Special Educational Needs and Disability

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

The identification process involves the class teacher and or parents/carers raising concerns with the SENCo. Together they consult to discuss concerns related to SEND and the teacher will record their concerns on the 'Record of Concerns' documentation including what additional support is being implemented to address the child's needs. Progress related to the raised concerns will be monitored over a term. If the child has not made expected progress in response to the additional support, the parent would be invited in for either a formal or informal discussions, depending upon the level of concerns the school is having. Another means of identification comes from the results of standardised testing and Standard Attainment Tests/Tasks or information from outside agencies. However, because the needs of individual pupils may vary in their origin, the overriding means of identification rests usually with the class teacher and their half-termly teacher assessments.

As well as progress in core subject areas, progress in other areas will also be considered such as social emotional development and communication skills.

In determining whether a pupil may have SEND, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The School acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEND.

Before deciding that a pupil requires additional SEND support the SENCo and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress.

As a junior school pupils may have already been identified as having special needs or disabilities by other agencies before they join the school. The most likely source of information is the records from the pupil's previous school, including discussions with parents and class teachers' observations. All records must be carefully read upon receipt and appropriate action taken. Early identification is very important.

Meeting the needs of pupils with SEND

When it is evident that a pupil will require higher levels of support and more tailored provision than is available from everyday teaching we will offer additional SEND support.

Parents will be consulted about their child receiving this additional support and permission will be sought before being placed on the SEND register where his or her progress and provision can be monitored more closely.

The SEND Register

The register provides an updated record of all pupils receiving additional SEND support so that:

- progress and achievements of pupils with SEND can be more closely monitored
- there is an overview of the range and level of need across the School
- school provision reflects and is responsive to the current profile of need.

Close monitoring of this register also provides evidence to show impact of the School provision for pupils with additional needs.

Once identified as requiring additional SEND support, pupils will receive an enhanced package of support to remove barriers to learning and put in effective special educational provision. This will be managed through a four part cycle of assessment, planning, support and review. This cycle is known as the 'Graduated Response' and follows the 'Assess, Plan, Do, Review' model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will need to make good progress and secure positive outcomes. Depending on the need of each pupil, successive cycles will draw on more detailed approaches and more specialist expertise.

The Graduated Response

1) Assess:

Once identified as requiring additional SEND support a more detailed assessment of the pupil's needs will be carried out. This will include discussions with parents and, as appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as the Educational Psychologist or Speech and Language Therapist. The SENCo may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's difficulties will be considered against the four broad areas of needs:

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

The School recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

2) Plan:

The School will use the information from the assessment to draw up an SEND Support Plan to show the support that will be offered. The plan will:

- Be outcome focused with the desired benefit from any intervention clearly identified in order to support the evaluation of the impact of any provision
- Outline a range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Encourage parents to be involved in the process and contribute to progress outside of school
- Give details of the role and input of external agencies when they are involved with a pupil
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Parents will receive a copy of this plan each term when it is reviewed.

3) Do:

Class teachers, with the support of the SENCo will take the responsibility for overseeing the implementation of the plan. This will ensure that the additional support offered is linked closely to the general curriculum offer and maximises the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom. There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

4) Review:

The impact of any additional support offered will be reviewed at least termly. Parents will be invited to contribute, along with pupils where this is appropriate.

Depending on the level and complexity of need this review may be included in the general school cycle of parental consultation meetings.

Where the pupils' needs are more severe and complex and they have an Education Health and Care Plan (EHCP) a separate annual review meeting will also be arranged so that all key parties can contribute.

At the review the following will be considered:

- Impact of the support and progress towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the SENCo will make a referral to a specialist agency if appropriate.

A list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in the school's SEN Information Report available on the school's website.

Removal from the SEND Register

If a pupil makes good progress, achieves the outcomes set and no longer requires special educational provision to be made for them, they will no longer require additional SEND support and his/her name will be removed from the register. Parents/carers will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Education Health and Care Plans

The additional needs of most of the pupils with SEND at Elmwood Junior School will be met by universal and targeted support, interventions and resources from the school.

In a few cases the pupils with the most significant needs will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning. Where this is the case the SENCo, in consultation and agreement with parents and other specialist agencies will make a request to the Local Authority for statutory assessment for an Education Health and Care Plan (EHCP).

Full details of the process for requesting statutory assessment for an EHC Plan can be found on the Croydon SEND Local Offer web site

(<https://localoffer.croydon.gov.uk/kb5/croydon/directory/advice.page?id=aFK37YF1K58>).

The EHCP will be reviewed annually. Any additional support offered will continue to be reviewed and modified each term, taking into account the views and contributions of parents, pupils and external agencies.

Meeting the needs of pupils with medical conditions

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in an Individual Healthcare Plan (IHP). The IHP will detail the type and nature of support that will be available. The plans will also be:

- Produced through collaboration with parents/carers, pupil as appropriate, and health professionals
- Shared with all relevant staff
- Reviewed regularly to reflect changing needs and support.

Where a pupil with a medical condition also has a disability and/or SEND the IHP will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Admission arrangements

The school's admission arrangements are set out in the school prospectus and make it clear that no pupil will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. The school, with parents and all other relevant services, assess the suitability of Elmwood Junior School for the child's needs. In line with the Equalities Act 2010, we will not discriminate against disabled pupils and we will take all reasonable steps to provide effective educational provision.

Transition Arrangements

Pupils with SEND can become particularly anxious about 'moving on' or joining a new school so we seek to support successful transition.

When moving to the Junior School from the Infants, the SENCos from both the Schools will meet to share information about special arrangements and support that pupils have been receiving. Where appropriate pupils may make prior visits to the Junior School to become more familiar with the surroundings and staff.

When moving to another school we will contact the school's SENCo and share information about special arrangements and support. We will ensure that all records are passed on as soon as possible.

When moving between year groups a meeting will take place to share information with the new class teacher. If appropriate there will be opportunities for pupils to visit the new class and meet the teacher and other key staff.

When moving to secondary school our SENCo and Year 6 group leader will make contact with the Year 7 leader or SENCo once a school has been named to plan for transition and ensure there is continuity in the range and level of support offered. Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used can be shared with the receiving school and additional visits to the new setting may be planned to support a smooth transition.

The School is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCo.

Training

There is an ongoing programme of training and support in place to ensure that teachers and support staff have the understanding and skills to adapt and scaffold learning for the pupils with a range of SEND within everyday teaching.

We also have members of staff with more specialist skills and commission additional services to support and deliver interventions for pupils with more complex needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with SEN.

The SENCo attends the termly Croydon briefing sessions to keep abreast of local and national policy and initiatives to enhance SEN provision. She is also an active member of the Central Croydon Locality SEND Support Project.

Roles and Responsibilities of the SENCo:

The SENCo is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for the children with SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Ensuring there is liaison with parents and other professionals in respect to support for children with SEND
- Liaising with and supporting other practitioners in the School
- Contributing to the continuous professional development of all staff by arranging and providing relevant training
- Keeping abreast of current developments in SEND provision by attending cluster meetings and relevant courses
- Ensuring that appropriate SEND Support Plans are in place and that the relevant information about children with SEND is recorded, monitored and evaluated
- Ensuring that all appropriate records are kept and available when needed. These are always available to parents/carers and can be a source of invaluable information for teachers in other classes or the next school
- Liaising with other schools to support smooth transition
- Liaising with external agencies including the LA.

The Governing Body

Elmwood Junior School has an appointed member of the Governing Body with specific oversight of the school's arrangements for SEND. The appointed SEND Governor works with the school in supporting the development of high quality provision and evaluating the impact for pupils with SEND. The Governing Body works with the Head Teacher to determine appropriate staffing and funding arrangements for Special Educational Needs.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the School alongside pupils with no SEND.

The Governing Body will ensure the School meets all its statutory duties, ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.

Monitoring and evaluating SEND Provision

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision the School will take into account a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, monitoring quality first teaching and interventions and gathering the views of parents, pupils/carers, teachers and supporting staff.

Anti Bullying

We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in responding to bullying.

Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the School has an Accessibility Plan which outlines the actions we will take over time to increase the accessibility of pupils. This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Data Protection

Elmwood Junior School will collect and process all personal data and sensitive personal data in accordance with the legal obligations as set out in the General Data Protection Regulations 2018. Please see the school's GDPR Data Protection Policy for further information.

We have carefully considered the impact of this policy on all particular characteristics as part of our ongoing process to ensure it is fair and does not prioritise or disadvantage any pupil. This is in line with the Equality Act 2010.