

This policy has been prepared by the Assistant Headteacher (Inclusion) in consultation with the Headteacher, teaching and support staff and governors. Parents' views have been sought through the school's parent forum. It has also been shared with the student council and with groups of pupils with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014 – updated 2015) and has been written with reference to the Equality Act 2010; DFE What Maintained Schools Must Publish Online (2014 – updated 2018); The Children's and Families Act (2014); and the school's Safeguarding Policy and Accessibility Plan.

Harewood Junior School is a larger than average, three form entry junior school with slightly above national average numbers of pupils with special educational needs. All year groups have at least three teaching staff, with other non-teaching and support staff assisting.

At Harewood Junior School, we welcome everybody into our community and we are committed to Inclusion and Equal Opportunities. We want all of our pupils, whatever their individual needs, to aim high and to achieve their best, both academically across the curriculum, emotionally and socially.

The specific objectives of our SEN Policy are:

- to ensure that children with special educational needs and disabilities are fully involved in the life of the school and are able to join in with all activities and learning;
- to identify, as early as possible, children who need extra support, through careful monitoring, observation and assessment;
- to ensure that all children receive 'Quality First Teaching' in the classroom and that effective classroom strategies are adopted;
- to develop strong relationships with parents so that we can plan together to help children to reach their desired outcomes;
- to talk with pupils about their goals and aspirations and to gain their views about what helps them to progress;
- to follow a **graduated approach** to intervention, following a four part cycle of **assess – plan – do – review**;
- to choose the most effective interventions and monitor them closely and;
- to liaise with outside agencies, to seek advice and support.

### Roles and responsibilities

The **Headteacher** has the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. It is the Headteacher's duty to keep the governing body fully informed and work closely with the Assistant Headteacher (Inclusion).

The Assistant Headteacher (Inclusion) role is held by **Mr James Taylor, NPQSEN** who has many years experience as a classroom teacher, as well as now undertaking the role of SENCo. He is a member of the senior leadership team and pastoral team. As set out in the Children and Families Act 2014, the key responsibilities of the **SENCo** include:

- working with the headteacher to oversee the strategic development of SEN policy and provision;
- overseeing the day-to-day operation of the school's SEN policy;
- co-ordinating and monitoring provision for children with SEN;
- evaluating and reporting to the governing body on the provision for children with SEN;
- advising on the graduated approach to providing SEN support;
- assisting the Headteacher in the placement of staff for SEND support and the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- managing teaching assistants;
- contributing to the continuing professional development of staff;
- liaising with parents of pupils with SEN;

- liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with other schools, as well as children and parents, to ensure transitions between settings are as smooth as possible; working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements- see Accessibility Plan and
- ensuring that the school keeps the records of all pupils with SEN up to date

Mr Taylor also has responsibility for co-ordinating provision for Looked After Children- See Policy for Looked After Children – along with Mrs Mills.

The **governing body** is responsible for ensuring that:

- the SEN and Disability reforms are implemented;
- the school has suitable arrangement for consulting with parents;
- information is published on the school's web-site about the implementation of the governing body's policy for pupils with SEN;
- the school has a qualified teacher as its designated SENCo;
- the school co-operates with the local authority, including in the development of the school's local offer and when the school is being named in an EHC plan;
- arrangements are in place in the school to support pupils with medical conditions and
- the school publishes information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

## Identifying SEN

In accordance with the Children and Families Act 2014, we aim to identify special needs at the earliest point and then to make effective provision that improves the long-term outcome for the child.

*"A pupil is deemed to have SEN 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."*

(Children and Families Act 2014)

Through close liaison with feeder schools, parents and outside agencies, screening tests, regular progress meetings between teachers and senior leaders, assessment and monitoring, we can identify pupils whose progress, despite Quality First Teaching 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

Parents and carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. The Assistant Headteacher (Inclusion), working alongside colleagues, will also work to establish possible causal factors, including undiagnosed SEN, for children with persistent disruptive or withdrawn behaviours, as well as trying to establish whether a lack of progress in a child whose first language is not English, is due to a lack of command in English, or if it arises from SEND or another area of difficulty.

The first response to identifying where progress is less than expected will be to ensure that there is 'Quality First Teaching' in the classroom and that it is targeted at a pupil's areas of weakness. Where

progress continues to be less than expected, the class teacher, working with the Assistant Headteacher (Inclusion), will assess whether the child has SEN. They will also assess progress other than attainment to identify areas where pupils may be in need of additional support.

### **The graduated response to SEN provision**

*“Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupils and their parents.”*

(Children and Families Act 2014)

Class teachers are responsible and accountable for the progress and development of all the children in their class. They must provide high quality teaching, which is differentiated for individual pupils by adapting the classroom environment, teaching strategies and/or resources used. If evidence is gathered to suggest that a pupil may be in need of additional support, this will be discussed with the Assistant Headteacher (Inclusion) and with parents in a meeting known as a **Structured Conversation**.

The 4 main categories of SEN, as defined in the SEND Code of Practice 0- 25 (2014) are: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; and Sensory and / or Physical Needs.

For these pupils, a **‘My Plan’** document will be put together to plan interventions to support their needs. This plan takes into account the views of the child and parents, including information about the child’s strengths and difficulties and the outcomes that could be achieved from setting up an SEN intervention. These outcomes may be provided for within the school or require the involvement of an outside agency. A ‘My Plan’ will set out the expected outcomes, strategies and have a date set for review. In addition to a ‘My Plan’, pupils with identified SEN will also have a one page **My Profile** which records the child’s strengths and interests, their goals and aspirations and what helps them to achieve, so all staff can have an awareness of the child’s needs and how best to support them in their learning. The profile is prepared annually, but may be updated during the year.

The decision to give a child SEN support will be recorded in the schools records and the pupil’s parents will be informed.

We may need to consult **outside agencies** for specialist advice, support and resources. This is always done in consultation with parents.

We work with a number of agencies including:

- educational psychologists
- **Gloucestershire and Forest Alternative Provision Service** (behaviour support)
- advisory teachers for hearing impairment; visual impairment; communication and interaction; cognition and learning; social, emotional and mental health difficulties; and physical disabilities
- NHS staff including the school nurse, paediatrician, children’s occupational therapist, children’s speech and language therapist, children’s physiotherapist, specialist nurse or psychiatrists ( CYPs)
- social workers
- virtual school staff who support children in care
- voluntary organisations such as local churches, Young Carers and Winston’s Wish.

Where a child has complex needs and several agencies are involved, a **My Assessment** may be completed, in consultation with parents and relevant outside professionals, and a **'My Plan Plus'** written, which brings together details of:

- all the services working with the child and family
- the child's health and physical development
- his/her education and learning
- current attainment
- educational provision
- mental health, emotional, social & behavioural development
- communication and interaction
- self care and independence
- wider family circumstances

If the child does not make the expected progress in spite of high quality targeted intervention; their needs are complex; and school are having to provide a high level of 1:1 support to meet their needs, the school and parents may consider requesting an **Education, Health and Care Needs Assessment**.

An EHC assessment will involve sending evidence to the Local Authority of the actions that have been taken to support the pupil. It will also include reports from the school, parents and any outside agencies that have been involved with the child to fully identify the child's needs and plan the desired outcomes. If the application is successful, the Local Authority will produce the EHC Plan and consult with school(s) to ensure that the child's needs can be met.

My Plans, My Plan+ and EHCPs are reviewed regularly with class teachers and parents in Structured Conversations. These are dedicated meetings where parents/carers and staff work in partnership, sharing information and planning the way forward.

### **Supporting pupils with medical conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

When a pupil with medical needs joins the school we will liaise with the previous school and medical staff working with the child to ensure a good understanding of, and thorough planning to meet, the child's needs. **An Individual Healthcare Plan** will be drawn up by the Headteacher in consultation with health professionals, the Assistant Headteacher (Inclusion) and parents/carers. This will be reviewed at least annually and sooner if the child's needs change. See also- Policy for Supporting Children with Medical Conditions.

## Data Protection

Copies of My Profile, My Plans or the corresponding sections of My Assessment, My Plan+ or EHC Plan are made available to all staff working with the child, but other documents, including reports from outside agencies and more personal information are stored securely to ensure confidentiality and comply with the General Data Protection Regulation (2018).

## Staff Training

Whole school training is given to staff on a regular basis and TAs meet regularly with the Assistant Headteacher (Inclusion) both individually, to develop their own practice, and as a group, for specific training. The Assistant Headteacher (Inclusion) attends regular SENCo cluster meetings and other relevant training events to keep up to date with local and national issues and specific courses are attended by teachers, TAs or the Assistant Headteacher (Inclusion) to meet identified training needs. For more specific information, see the school's local offer on the school's website.

## Funding

A proportion of the school's budget is allocated for children with special needs. It is used to provide teaching and non-teaching support, to purchase learning materials and equipment, to provide training for staff and to procure specialist support services. School is responsible for a proportion of the funding for EHC plans.

## Admissions Policy

The Headteacher is responsible for admission arrangements which accord with the national and local admissions code. Children with identified special educational needs or disabilities, whether or not they have an EHC Plan, are treated in the same way as all other applicants, on the basis of the school's admissions criteria. Where a child has a particular need e.g. wheelchair access, the governors will make **reasonable adjustments** to ensure the child's needs are fully met.

## Pupil participation

We have an active school council which enables pupils to raise any concerns or viewpoints they may have. All pupils, including those with SEND, discuss their targets with their teacher. They also talk about the support they need, their strengths and difficulties and their hopes and aspirations for the future as part of planning process for their support. Pupils are consulted before any review meeting is held and they are sometimes invited to attend part of the meeting.

## Partnership with parents

We operate an open door policy where parents are encouraged to discuss their child's progress with the headteacher, class teacher or SEND staff. Parent support in school, to help with activities such as paired reading etc. is valued. Consultation evenings, review meetings and structured conversations provide opportunities for a two way exchange of information and for staff and parents to discuss the child's strengths as well as educational needs and the things that are important to them. We aim to plan jointly for working together towards desired outcomes for the child.

We strive to ensure that parents are kept informed about the support their child receives. Information about our procedures and how to access support and advice is set out in our **Local Offer**, which can be found on the website and which also provides links to the **Gloucestershire Local Offer** and to the **Family Information Service** who can support parents.

