



Special Educational Needs and Disabilities (SEND) Policy

Reviewed: Autumn 2020
Next review: Autumn 2024

Moulsham Junior School
Special Educational Needs and Disabilities (SEND) Policy

Moulsham Junior School Mission Statement:

‘To work together enthusiastically so as to inspire children to achieve their personal best and be well equipped for the future.’

Introduction

At Moulsham Junior School, we are committed to offering all of our children a broad, balanced and inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities. This policy outlines the process of the schools actions towards ensuring that all children are able to participate effectively and fully in their educational activities by taking account of any difficulties they may experience. Many children may have SEND throughout or at any time during their school career and therefore may need additional or different help from that given to other children of the same age. We as a school therefore strive to develop strong, successful links between school and home to ensure that the child is at the heart of the decision making process surrounding their education.

Objectives

- To ensure children and their families have a voice by being placed at the heart of provision, planning and decision making;
- To ensure that the special educational needs of children are identified, assessed, and provided for;
- To adopt a multi-disciplinary approach in our provision;
- To identify the roles and responsibilities of staff in providing for children’s special educational needs;
- To enable all children to have access to a broad and balanced curriculum that is differentiated and adapted to meet their individual needs;
- To create an environment that is sensitive to and meets the special educational needs of each child;
- To ensure that all children with SEND reach their full potential.

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made available for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

Roles and responsibilities

At Moulsham Junior School we aim to offer excellence and opportunity to all of our children, whatever their ability or needs. We have high expectations for all of our children. We aim to achieve this through the removal of barriers to learning and we want all of our children to know that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

The following roles have direct responsibility for this:

The Inclusion Manager will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and Inclusion Manager to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will:

- Work with the Inclusion Manager and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy

In addition, the Inclusion Manager, Head Teacher, Deputy Head Teacher and Pastoral Support Manager constitute a Welfare Team and convene monthly to share concerns about specific children. From this, the Inclusion Manager or other team member may seek further advice or liaise with other agencies to determine next steps of support for a child and/or their family (see Appendix 2). **The named person for Child Protection is the Head Teacher, followed by the Deputy Head Teacher and the Pastoral Support Manager.**

Identification and Assessment of Special Educational Needs and/or Disabilities

Children may be identified at any time in their school journey as requiring additional support. Their needs may come to light in many different ways. Reasons for concern may include the following:

- A child is not making satisfactory progress against national benchmarks;
- Progress in specific areas does not match known levels of cognition and competence;
- Parents express concerns over progress or behaviour/welfare of their child;
- A medical condition or physical or mental health is creating a barrier to learning.

Generally, identification will follow the process recommended in the SEND Code of Practice (2014);

Step One
Quality First Teaching
Regular assessments for all pupils
Tracking data



Step Two
If a child is identified by the Class Teacher as falling behind/making less than expected progress, the Class Teacher will provide high quality first teaching targeting the child's area of weakness. In-class interventions may also be provided to accelerate progress. This will be discussed with parents/guardians.



Step Three
If a child continues to make less than expected progress despite high quality first teaching targeted at their area of weakness, then the Class Teacher will work with the Inclusion Manager to assess if the child has a significant learning or social, emotional or mental health difficulty. (See Appendix 1 for a list of areas that may be assessed). This will be discussed with parents/guardians and further interventions/curriculum adaptations, shall be organised to meet the specific needs of the child.



Step Four
Should there be further concerns, a referral to an outside agency such as a Speech and Language Therapist, Inclusion Partner or Educational Psychologist may be made, in liaison with parents. An Education and Health Care Plan may also be considered at this stage.

Transition

Children may join the school having been identified by their infant school as requiring support at one of the Essex stages of intervention: SEND Support or SEND Education Health Care Plan (EHCP). In these instances, the Inclusion Manager works closely with the two main feeder infant schools to share information and attends summer term meetings for year two pupils identified with SEND as part of the transfer review process. Information gleaned from these meetings is then shared with the Head of year three and relevant teachers, informing decision making regarding support.

In addition, baseline assessments are carried out for all children at the start of year three. This is also used to identify any children for whom additional support may be necessary but who have not yet been identified as having SEND. Children entering year three are also assessed for phonics, if this information has not already been passed on. From this

information, a register of children requiring special educational needs support is compiled. A plan of additional classroom provision will be recorded on a provision map for each child.

The Inclusion Manager also works closely with adjacent secondary schools to which the majority of pupil's transfer. The SENCOs of these schools are invited to all of the Year 6 Annual Reviews and Summer term review meetings. The Inclusion Manager organises comprehensive transition programmes for both Year 2 and Year 6 pupils in conjunction with the Pastoral Support Manager and Heads of Year. For children transferring to other secondary schools, additional visit arrangements are made. All paper files are passed on at the end of Year 6, and relevant electronic information is transferred securely.

Children may also present with SEND on entry when transferring to our school. In such cases we liaise very closely with the feeder school so that the child's transfer is as seamless as possible. We request that information regarding the child's needs will be forwarded to us, this is then disseminated to relevant staff members so that provision is in place with immediacy.

Stages of Intervention and Review procedures

Teacher Alert

If the child is on our Teacher Alert register they may be children who are under performing when compared to their peers. As such, their needs will be assessed, and differentiated in-class support and targeted interventions will be devised to meet their needs. The interventions will be delivered in blocks and initial and final assessments will be undertaken to monitor progress. Progress will be reviewed at the end of each cycle and further support will be given in cases where progress continues to be slow. The Class Teacher will report progress to parents at parents evening meetings in the Autumn and Spring terms. The Class Teacher will also liaise with the Inclusion Leader if they and/or parents feel that the child would benefit from further support. The Inclusion Leader will then take the lead in further assessments of the child's needs, including referrals to multidisciplinary teams.

SEND Support

If a child continues to underperform in line with their peers, the class teacher may refer the child for SEN Support. Parents will be at the heart of this process, alongside the child, with their dreams and aspirations for the future, together with their concerns, forming an individualised Action Plan. The class teacher and relevant support staff will meet with the child and their family each term to review and record short term objectives. Possible strategies that may be identified for support are explicitly outlined, and opportunities are given for both the child and their family to voice their needs and wants. The class teacher and Inclusion Manager will liaise with parents/guardians about referral to outside agency support if difficulties continue across time, with little progress being made.

SEND Education Health & Care Plan

If a child continues to experience significant difficulties, the school and/or parents may submit a request for a Statutory Assessment of the child's needs. After presenting extensive evidence of the child's needs from all relevant stakeholders, an Education, Health and Care Plan may be issued. The objectives as outlined in the EHC Plan are then reviewed termly at a meeting where the class teacher, Inclusion Manager, parents, child and relevant outside agencies are present. An annual review of the

child's progress will also be undertaken and submitted to the local authority. In all of these meetings, children and their families are at the heart of the decision making process.

Working in Partnership with Parents/Guardians and Pupils

The school makes every attempt to work in close partnership with parents/guardians of pupils with SEN and/or disabilities. We encourage and recognise the substantial impact of actively engaging with parents, and value this partnership. As such, the Inclusion Manager:

- Has an open door policy;
- Encourages and ensures ongoing and open dialogue with parents;
- Organises and supports liaison with external agencies to provide parents with additional help and advice;
- Acts as a conduit between parents and teaching staff.

Pupil Participation

The school places children with SEND at the heart of their education. Each child is invited to attend their one plan meetings (as appropriate) and their views and opinions help to form the basis of their action plan. They also have a One-Page Profile that is brightly coloured and themed, according to their interests. This allows all staff in the room to quickly obtain a snapshot of the child. Children are actively encouraged to voice their learning preferences.

Social, Emotional and Mental Health Provision

The school recognises that children are unable to learn unless they feel safe and secure. Therefore, ensuring all children feel valued, important and cared for, is the cornerstone of teaching and learning at Moulsham Junior School. In recognising the importance of this, we have established our 'Hive' provision. This unit provides support for children to improve their emotional and social development using a range of different strategies and resources. Referrals to the Hive are made by class teachers and are considered by the Inclusion Manager and the Hive Leader prior to admission. Dependent upon need, children may attend anywhere between once a week to once a day. They will have a 'menu' of activities devised for them to specifically meet their needs. Their time in the Hive is closely monitored and the Hive Leader regularly liaises with both class teachers and the Inclusion Manager. The length of time a child attends the Hive is variable and concludes once the Hive Leader, class teacher and Inclusion Manager deem the child's skills to have developed across their key areas.

Evaluating the Success of Provision

Class teachers and the Inclusion Manager closely monitor the progress of all children with SEND through analysis of data, observations, work scrutiny's and pupil perception interviews. Analysis of data is shared with the Senior Leadership Team and the SEND Governor every half term and informs decisions taken by the class teacher and Inclusion Manager about future provision and interventions.

Every term we evaluate the effectiveness of provision for individual pupils with SEND by holding their termly review meeting. During this meeting we used the graduated approach of 'assess, plan, do, review'. We use this time to:

- Glean the pupil's thoughts and perceptions.
- Review pupils' individual progress towards their set objectives
- Review the impact of interventions

Record Keeping and Confidentiality

Records for pupils with SEND meet the requirements of General Data Protection Regulation (GDPR). Electronic copies of all action plans and documents of a sensitive nature are stored on the school's network drive but can only be accessed by relevant staff. Sensitive documents to be emailed are sent via secure email. Upon a child's transfer to another school, SEND documentation is hand delivered or sent via recorded delivery.

Admission Arrangements

Children with additional educational needs are considered for admission on the same basis as children without those needs.

Facilities and modification for pupils with SEN or disabilities are in line with the Equality Act 2010, the Special Educational Needs and Disability Act 2001 and DFES guidance for schools around developing disability access from the SEND Code of Practice 2014.

The school is committed to providing a learning environment that allows children with SEN or disabilities full access to all areas of learning. The school is a single-story building arranged into year group areas. Play and lunch times are staggered to minimise numbers of children on the playground at any one time. Handrails are fitted and ramps enable wheelchair access to all areas of the school. A disabled access toilet is sited close to the reception area. A 'chill out' room is located next to the staff room but away from classrooms, with a viewing hole for safeguarding. The Specialist Teacher team for disabilities provide and/or advise on specialist equipment such as sloping boards, enlarged keyboards or large print books. We also consult with the Specialist Teacher team prior to a disabled child's official start date to evaluate any potential environmental or physical barriers within the school grounds. Midday Assistants wear high visibility clothing and there is a medical room situated on the playground as well in the reception area. Midday Assistants, and office-based staff who administer first aid, receive training at least every three years and are additionally supported by training and advice from the Diabetic/Epileptic and School nursing teams.

The Local Authority Local Offer

Our local authority's local offer is published here: The Essex Local Offer provides information on the services that are available in Essex for children and young people with SEN from 0 to 25 years. This can be found at www.essexlocaloffer.org.uk. It describes the services and provision that are available to families with children who have SEND needs. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Teaching and Learning
- Equalities statement and objectives
- Supporting pupils with medical conditions

Complaints Procedure

If parents are concerned about their child's SEND provision they should contact the child's class teacher in the first instance. If matters are still causing concern a meeting between the Inclusion Manager, parent and class teacher will be arranged. In the unlikely event that this continues to prove unsatisfactory, the parents may speak to the Head teacher before taking the usual route through the school's complaints procedure.

Appendices

Appendix 1- Assessment of need

- Reading fluency, accuracy and comprehension
- Sight recognition of frequently encountered words
- Phonological awareness and application
- Spelling ability
- Mathematical ability
- Non-verbal reasoning
- Personal, social and emotional development including specific social communication skills
- Self-esteem, confidence and anxiety
- Attention and concentration
- Working memory
- Processing speed
- Auditory and visual discrimination
- Receptive and expressive language development

Appendix 2 - Outside Agencies

- Educational Psychologists – Essex County Council
- Inclusion Partner – Essex County Council
- Family Solutions
- Social Care
- Emotional, Wellbeing and Mental Health Service (EWMHS)
- The Change Project – Family Counselling
- The YoYo Project – Family Bereavement Counselling
- Paediatric consultants
- School Nurse service
- Children’s Diabetes Service
- Multi-Sensory Training Centre
- Speech and Language Therapists
- Family support services
 - Families in Focus
 - Kids Inspire
 - Children’s Society
 - PARC
 - ADHD+ Support
 - Autism Support and Training