



Moulsham

Junior School

Special Educational Needs and Disabilities (SEND) Policy

Reviewed with Staff	Summer Term 2016
Ratified by Governors	Summer Term 2017

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 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

In September 2014, a new statutory SEND Code of Practice was unveiled and therefore shapes our practice and provision within the school. The following objectives of our school, echo its principles:

- 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 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.

Identification and Assessment of Special Educational Needs and/or Disabilities

Children may be identified at any time in their school career 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 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 Leader to assess if the child has a significant learning or behavioural difficulty. (See Appendix 1 for a list of assessments that may be used). 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 or Specialist Teacher Service may be made, with parental consent and liaison. An Education and Health Care Plan may also be considered at this stage.

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. Information regarding the child's needs will be forwarded to us and disseminated to relevant staff members so that provision is in place with immediacy.

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 Leader 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 Leader also meets regularly with the SENCOs from the adjacent secondary school to which the majority of pupil's transfer, and who are invited to all of the Year 6 Annual Reviews and Summer Term Review meetings. The Inclusion Leader 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, links are made with relevant SENCOs and visit arrangements are made. All paper files are passed on at the end of Year 6, and electronic information is transferred securely.

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 Leader 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 compile 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 Leader, 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.

Educational Inclusion and Other Agency Links

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 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.

Class Teachers, with the support of Learning Support Assistants, the Inclusion Leader and relevant agencies, respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and through a range of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in their learning.

The Inclusion Leader, 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 Leader 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.**

Responsibility for Co-ordination of SEND Provision

Moulsham Junior School has a named Inclusion Leader who is responsible for the coordination and delivery of SEND practice and policy within the school. The Inclusion Leader is additionally responsible for liaising closely with Class Teachers, Higher Learning Support Assistants and Learning Support Assistants to monitor the progress of SEND pupils. The Inclusion Leader also holds responsibility for corresponding with parents, and ensuring that the school and individual provision maps and SEND register, are regularly updated.

The Inclusion Leader:

- Co-ordinates the provision for and monitors the educational progress of children with special educational needs;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs;
- Liaises with parents/guardians;
- Liaises with external agencies and other support agencies;
- Keeps abreast of new SEND resources to enhance children's curricular experiences;
- Explores new technologies to support access to, and interest in, the curriculum;
- Is responsible for drawing up the School Provision Map;
- Regularly updates the SEND register and Individual Provision Maps;
- Organises interventions and the deployment of Higher Learning Support Assistants (HLTAs) and Learning Support Assistants (LSAs) in delivering SEND provision;
- Reports to the governing body;
- Contributes to the professional development of staff;
- Liaises with infant and secondary schools at times of transition.

Working in Partnership with Parents/Guardians of Pupils with SEND

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 value of actively engaging with parents, and value this partnership, as demonstrated by the Inclusion Leader's:

- open door policy;
- ongoing and open dialogue with parents;
- support in liaising with external agencies to provide parents with additional help and advice;
- passion for ensuring parents and their child are at the heart of Action Plan review meetings;
- commitment to ensuring regular updates in newsletters regarding access to family support services and courses for both families and children;
- sensitivity and discretion towards working with children with SEND and their families.

Pupil Participation

The school places children with SEND at the heart of their education. Each child's Action Plan is written in child friendly language and where appropriate is discussed with the child during the review meeting with parents. The child has a copy of their Action Plan in their classroom, which is accessible to all relevant staff working with the child. 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 as a whole. Children's views about their progress are also collected at each review meeting and their pupil voice is both encouraged and respected.

Evaluating the Success of Provision

Class Teachers and the Inclusion Leader monitor the progress of all children with SEND through analysis of data, work and planning scrutinies and pupil perception interviews. The Inclusion Leader is involved in pupil progress meetings alongside Heads of Year, and specific barriers to learning are identified and solutions discussed.

In line with the new OFSTED Framework and specific weight given to attainment and progress made by pupils with SEND, assessment data is collated annually on the School Provision Map. This in turn informs decisions taken by the Inclusion Leader about future provision and interventions. The Inclusion Leader also tracks data termly and uses this data to inform decisions about provision throughout the school year. The Deputy Head teacher analyses the performance of children with SEND using school data as well as that provided by RAISEONLINE. This is reported to Governors.

Record Keeping and Confidentiality

Records for pupils with SEND are kept in individual files centrally located in the SEND office which is accessed via two doors with key codes and a key. 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. Documents to be emailed are sent under password cover and only secure fax lines are used. Information is shared according to guidelines set by the Essex County Council 'Integrated Working Team'.

The Role of the Governing Body

The Governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs and Disabilities. There is a named Governor identified as having special interest in SEND who has previously served in this role. The Head Teacher reports to Governors termly on SEND matters to ensure that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Through the setting of policies, monitoring and budget provision the Governing Body ensures that:

- The necessary provision for any pupil as identified as having SEND is secured;
- All teachers are aware of the importance of providing for these children and their role in doing so.

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 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 those who administer first aid, receive training at least every three years and are additionally supported by training and advice from the Children's Diabetic Nurse and School Nurse with regards to both asthma and anaphylaxis training.

Complaints Procedure

If parents are concerned about their child's SEND provision they should contact either the child's class teacher or the Inclusion Leader in the first instance. If matters are still causing concern a meeting between the Inclusion Leader, 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.

Review of this policy

This policy was reviewed in Summer 2016 and will be revised annually, with a full review every four years. The Senior Leadership team, teaching staff and Governing Body will be a part of its review.

Appendices

Appendix 1- Assessment of need

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

Appendix 2 - Outside Agencies

- Social Care
- Behaviour Support
- Child and Adolescent Mental Health Services
- Education Welfare
- Relate
- Counselling and bereavement services
- Debt support and advice
- Educational Psychologists
- Paediatric consultants
- Health Services, school nurse, children's diabetic nurse
- Colchester Primary Ophthalmic Clinic
- Specialist Teacher Team
- Speech and Language Therapists
- Family support services ○ Families in Focus ○ Kids Inspire ○ Apex Parent Support Group ○ Parenting Support ○ Good Futures – Autism support ○ Children's Society