

*Greenleys Junior School*



LEARNING *for* LIFE

# S.E.N.D Policy

<b>Date of Approval:</b>	<b>24 September 2019</b>
<b>Date of Next Review:</b>	<b>September 2021</b>
<b>Signed: Executive Headteacher</b>	<b>M Talbot</b>
<b>Signed: Chair of Governors</b>	<b>M Hall</b>

## Document History

Date	Change Reference	Summary of Change

# Greenleys Junior School

## S.E.N.D Policy



This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014.
  - SEND Code of Practice September 2014.
  - The Equality Act 2010
  - The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance for Supporting pupils at school with medical conditions April 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
  - The SEND Information report regulations 2014.
  - Teachers standards 2012 (Introduction updated 2013)

This policy should be read in conjunction with the following school policies and documents:-

Anti-Bullying Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy, Safeguarding policy, Medicines policy, GJS Annual SEND Information Report and Equality Statement.

### **Definition of Special Educational Needs (SEND) as taken from section 20 of the Children and Families Act 2014.**

A child or young person has special educational needs if he or she has 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 they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age,  
or
- (b) have 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Greenleys Junior School's Special Needs Coordinator (SENDCo) is Ms Jane Coles.  
([jcoles@greenleysjunior.org](mailto:jcoles@greenleysjunior.org))

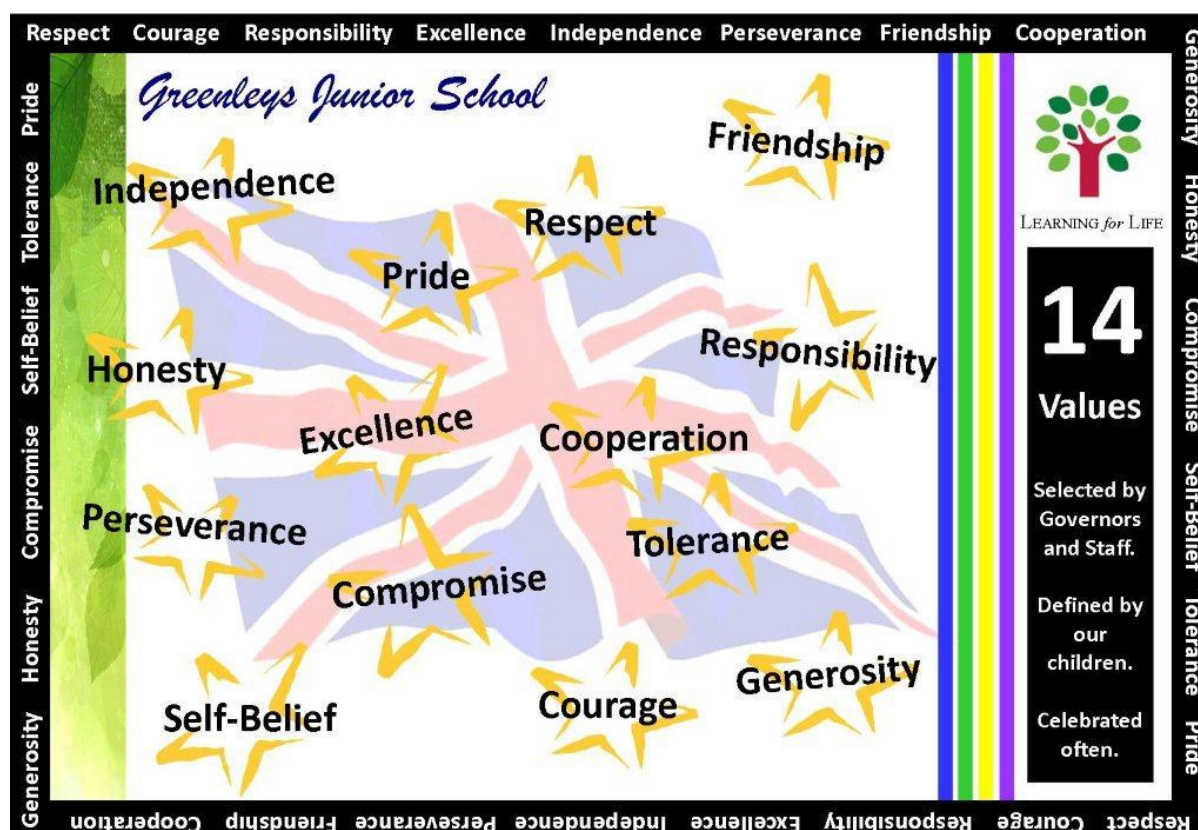
The SEND Governor is Myra Hall

If you have an SEND query you are invited to make an appointment to come in and talk to Jane Coles SEND coordinator.

## Introduction

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and learning support assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

## THE SCHOOL VALUES



All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

### 1. Mission Statement

We make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND Policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. Our policy was developed after consultation with parents, local liaison group and the local authority.

### **Objectives of this Policy**

To reach high levels of achievement for all

To be an inclusive school

To ensure the identification of all pupils requiring SEND provision as early as possible in their school career

To meet individual needs through a wide range of provision

To attain high levels of satisfaction and participation from pupils, parents and carers

To share a common vision and understanding with all stakeholders

To give transparent resourcing to SEND

To provide curriculum access for all

To work towards inclusion in partnership with other agencies and schools

To achieve a level of staff expertise to meet pupil need

We recognise that many pupils will have special needs at some time during their school life.

In implementing this policy, we believe pupils will be helped to overcome their difficulties

## **2. IDENTIFICATION AND ASSESSMENT**

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

- Communication and Interaction (C and I)
- Cognition and learning (C and L)
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical needs. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (Disadvantaged Children)
- Being a Looked After Child (CLA)
- Having a Special Guardianship order
- Being a child of a Service woman/man.

The SENDCO works closely within the Senior Leadership Team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of SEND.

- The analysis of data, including baseline information and end of KS 1 data, reading and spelling ages, non-verbal standardised scores, termly pupil assessments
- The use of our Local Authority SEND criteria
- The following up of teacher concerns
- The following up of parental concerns
- The tracking of individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

### 3 CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

### 4. CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEND Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

School Support Intervention Plans will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work well below age related expectations
- Continues to experience difficulty in developing English/Maths skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting Intervention Plan may incorporate specialist strategies. These may be implemented by the class teacher but can also involve other adults.

### 5. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. Further information is available on the Local Authority Local Offer

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

and in the GJS Annual SEND Information Report on the schools website  
[www.greenleysjunior.org](http://www.greenleysjunior.org)

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing outcomes for the child
- making parents and carers aware of the Milton Keynes SEND IAS (Special Educational Needs and Disabilities Advice and Information Service) which is available for parents to consult if they would like some independent advice

## 6. MONITORING AND EVALUATION OF SEND

**Every teacher is a teacher of every child.** Class teachers are responsible for the progress and development of all pupils in their class. Teachers monitor all pupils and identify and report any concerns about SEND to the SENDCo. They plan and deliver differentiated interventions for all pupils with identified SEND. These should be additional to or different from those provided as part of the school's usual differentiated curriculum. Teachers review the effectiveness of the intervention in securing progress to inform the next steps in a graduated approach for support. They will inform parents of concerns and the interventions that are proposed and involve them in any reviews of their child's progress.

Termly monitoring of progress and target setting with the Head of School will track progress towards planned outcomes through the use of formative and summative assessment. The SEND Governor and SENDCo will also carry out regular learning walks to monitor specific children or areas of needs within year groups or subjects.

Teachers always collaborate with the SENDCo to match classroom provision to the specific needs of the pupil. As part of the graduated approach we collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.

The SENDCo updates information about pupils on SEND register each term through monitoring the School Support Plan paperwork. Class teachers meet with the SENDCo to discuss pupils on the register. The local Liaison Group meets regularly and works together on moderation and intervention. This ensures that there is a consistent standard of recording and reviewing School Support Plans in schools and that the conditions of graduated support for SEND are consistent.

The SENDCo gathers parent views, pupil voice and staff views as children are reviewed to monitor and evaluate the quality of provision. This approach promotes an active process of continual review and improvement for all pupils.

## 7. LINKS WITH OTHER SCHOOLS

### (a) Transfer from First School:

To ease transfer to Junior School the following will take place:

- Information about SEND will be included in the school prospectus which goes out to prospective parents in the Autumn term
- The SENDCo will attend the Year 3 new parents meeting to talk about SEND provision and be available afterwards to answer any concerns
- Both SENDCos will discuss the new intake in the Summer term prior to transfer and data is transferred via SIMs
- Vulnerable children including any with SEND will attend some extra transition sessions with the school's Learning Mentors

### (b) Transfer to secondary school:

To ensure a smooth transition the following will take place:

- A member of the secondary school SEND department will attend the transfer annual review held for children with EHC plans
- Contact will be made between SENDCos during Summer Term to discuss children's needs
- Visits will be arranged as appropriate to the transfer school for vulnerable children including those with EHC Plans prior to induction day
- The SENDCo is available to discuss concerns with any parent prior to transfer

## 8. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- Everyone at Greenleys Junior School recognises 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.
- Children with significant medical conditions will have a Medical Care Plan which will be updated as needed and reviewed yearly with the parent and the Health Care Service.
- Some children may also have special educational needs and may have an Education Health Care Plan (EHC) plan which brings together their health and social care needs, as well as their special educational provision.
- Please see our school Annual SEND Information Report on our website for facilities at the school for children with medical conditions, special educational needs and disabilities.

[www.greenleysjunior.org](http://www.greenleysjunior.org)



## **9. SPECIAL PROVISION**

The school has the following special facilities;

- Wide doors are fitted to outside doors on the main building, year 6 and main entrance
- Two toilets are adapted for disabled use - one in the reception area and one in the main building
- All door thresholds around the main building are level
- Level paths lead from the school gates to the main building reception
- Disabled space marked out in car park
- Yellow paint to highlight steps and entrances/exits from school buildings

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations. Please refer to the Accessibility policy for further information.

## **10. STORING AND MANAGING INFORMATION**

Following the school's confidentiality policy information is stored securely

Data protection is complied with and is a high priority.

## **11. COMPLAINTS**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head of School/SENDCo. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available at the main office or on the school's website.

## **12. REVIEW OF THE SEND POLICY**

This policy was developed through consultation with staff and the Radcliffe Liaison Group Schools. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body Policy Review Committee, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

## APPENDIX 1

The following policies referred to in the SEND Policy can be found on the Greenleys Junior School website at [www.greenleysjunior.org](http://www.greenleysjunior.org)

- Annual SEND Information Report
- Confidentiality Policy
- Teaching and Learning Policy
- Behaviour Policy
- Equality Policy
- Anti-Bullying Policy
- Medical Policy
- Accessibility Policy

## APPENDIX 2

### Responsibility for co-ordinating SEND provision

- The SEND Governor will meet three times a year with the Special Educational Needs Co-ordinator (SENDCo) to discuss school procedures and management issues and carry out Learning walks bi-annually. This will be reported back to the Governing body at regular intervals as part of the Head Teacher's report to Governors.
- The Head Teacher is responsible for delegating the effective management of the SEND provision, including providing support and time to enable the SENDCo to fulfil the duties set out in this policy.
- The SENDCo is responsible for managing and monitoring the procedures identified in the Code of Practice, ensuring that barriers to learning are reduced and access to the school and its curriculum is adequately supported and the provision is effective.
- The Class Teacher is responsible for assessing, planning and providing differentiated access to the curriculum. The class teacher will monitor and review progress regularly with the SENDCo and set appropriate targets. It is the class teacher's responsibility to alert the SENDCo of any concerns about pupils who they believe are experiencing barriers to learning.
- Learning Support Assistants will be employed by the school to meet the needs of groups of children and individuals with barriers to learning. The CT will prepare a timetable for their deployment which will be reviewed regularly as needs change. The Learning Support Assistants will be supported and directed by the Class Teacher in their work with SEND pupils. They will provide appropriate feedback to the Class Teacher about the progress of individual pupils. Notes will also be kept in order to ensure continuity.
- A Learning Mentor is employed by the school to recognise, address and try to overcome problems that present barriers to learning. The Learning Mentor works in close liaison with the Class Teacher and SENDCo.
- The SEND Governor, the Head Teacher and the SENDCo will review this policy annually. Any changes necessary will then be discussed and implemented according to the usual school procedures.