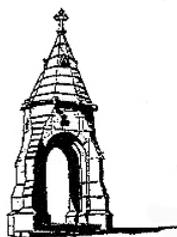


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| Date Issued:  | November 2016 |
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| Date Adopted: | 30.11.16      |
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# DRONFIELD JUNIOR SCHOOL

## Special Educational Needs

### **Policy Statement**

At Dronfield Junior School we are committed to providing an appropriate and high quality education to all our pupils. We believe that every child, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum. All pupils will have the opportunity to be included in all aspects of school life.

We believe that all children should be equally valued in school. We will work hard to eliminate prejudice and discrimination and create an environment where all children can flourish and feel safe.

Dronfield Junior School is committed to inclusion. This does not mean that we will treat all learners in the same way but that we will respond to the individual needs of our pupils. We believe that inclusion is about equal opportunities for all learners regardless of their age, gender, ethnicity, impairment, attainment and background.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (June 2014) and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012

Our policy has been developed in consultation with the Dronfield cluster of schools. The policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

Dronfield Junior School's SEND Coordinator (SENDCo) is Lindsay Ridgard and the designated Governor for SEND is Karen Bull.

An SEN Information Report is published on the schools website and will be reviewed regularly.

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.

- To provide a Special Educational Needs Coordinator who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure equality of opportunity and to eliminate prejudice against, pupils with Special Educational and additional needs and disabilities
- To provide full access to the curriculum through differentiated planning and delivery of lessons by class teachers, SENDCO and support staff as appropriate.
- To support the children with the ability to maintain good mental health and provide support for those children who are experiencing any difficulties through specialised, individual support
- To enable children to move to the next phase in their education
- To involve parents/carers and the children themselves in any decision making that affects them

### **Definition of Special Educational Needs**

SEND means Special Educational Needs and Disabilities. Children have a special need if they have a learning difficulty which calls for special education provision to be made. This will be if the child:

- has significantly greater difficulty learning than the majority of children of the same age.
- has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the Local Authority.

There are 4 areas of special needs:

1. **Communication and Interaction** This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
2. **Cognition and Learning** This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia dyscalculia, dysgraphia and dyspraxia.
3. **Social, Mental and Emotional Health** This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
4. **Sensory and/or Physical Needs** This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child has SEN and should not automatically lead to a pupil being registered as having SEN.

The following are not considered to be SEN but they may impact on progress and attainment;

Disability (if reasonable adjustments can be made according to Code of Practice 0-25)

Attendance and punctuality

Health and welfare, inclusive of the child's mental health

EAL (English as an additional language)

Being in receipt of Pupil Premium Grant

Being a Looked After Child

Being a child of a Serviceman/woman

## **Identification of Pupils' needs**

All our children are treated as individuals, and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for our children with additional needs, to ensure high quality teaching and learning with effective support and resources. Clear Individual Education Plans (IEPs) and Care Plans are put in place and reviewed regularly. Termly assessments ensure children are on track to meet targets and planning accurately addresses needs. Progress, targets and plans are regularly reviewed and evaluated to inform the next steps.

## **A graduated approach:**

### **Quality First Teaching**

Any pupils who are falling significantly outside the range of expected academic achievement, in line with predicted performance indicators, will be closely monitored by the class teacher and SENDCo.

The child's class teacher will take steps to provide differentiated learning opportunities that will support the pupil's academic progression.

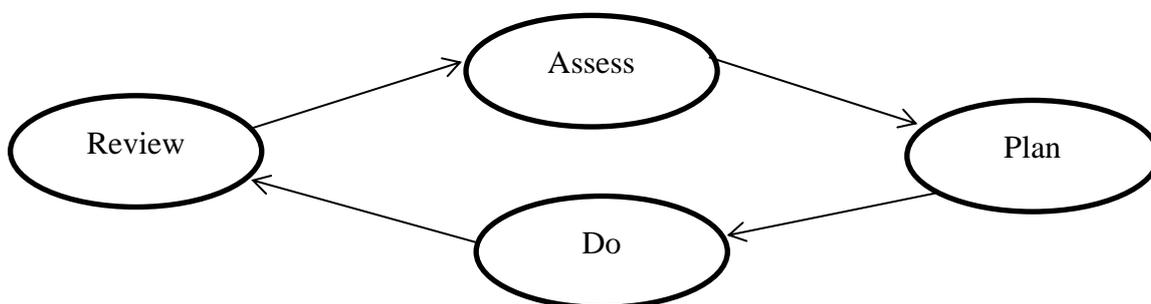
Any concerns will be discussed with parents informally, or at parents' evenings, and parents will be encouraged to share information and knowledge with the school.

Staff will consult the SENDCo for support and advice.

School interventions and booster sessions may be used to target a pupil's particular needs, providing extra clarification and support, therefore resulting in progress in line with the child's abilities.

## **SEN Support**

Where it is determined that a pupil does have SEN, it will be discussed with parents and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four-part process:



This is an ongoing cycle to enable the provision to be monitored, impact assessed and different interventions and booster sessions to be put in place as the child's needs evolve. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

## **Assess**

Analyse the pupil's needs using the class teacher's assessment, evidence of work that they complete on a daily basis, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.

Any parental concerns will be noted and discussed.

Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that interventions being used are appropriate.

Share information with external agencies. Where they are not involved they may be contacted following agreement from parents.

## **Plan**

Planning will involve consultation between the teacher and SENDCo and shared with parents to agree the interventions and support that are required; the impact on progress, development and /or behaviour that is expected and a clear date for review.

All staff working with the pupil will be informed of their individual needs (including medical), strategies that the child responds to and support programmes in place.

## **Do**

The class teacher remains responsible for working with the child on a day to day basis. Class teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of the support.

Additional support will be provided by the SENDCo and/or head teacher. If appropriate, advice from external agencies will be sought.

## **Review**

A child's progress will be regularly reviewed and the impact of support will be monitored.

Where appropriate, the child's views and parent's views will be taken into account. The class teacher, in conjunction with the SENDCo/head teacher will revise the support and outcomes based on the pupil's progress and development.

## **Referral for an Education, Health and Care Plan**

If a child has lifelong or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur when the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan (EHC Plan) will combine information from a variety of sources including:

- Teachers/SENDCO
- Parents
- Social Care

- Educational Psychologist/Clinical Psychologist (if appropriate)
- Health Professionals – CAMHS, School Health, Paediatricians

Information will be gathered relating to the current provision, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from an education, health and social care background about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

### **Education, Health and Care Plans (EHC Plans)**

Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.

Parents have the right to appeal against the contents of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. These reviews will enable provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing/increasing levels of support/amending objectives.

As well as funding for EHCPs being available, GRIPs funding can also be applied for, for children whose needs are specifically academic. This is applied for annually, as with an EHCP, but can run for however long it is appropriate and considered necessary.

### **Graduated Response for Individual Pupil (GRIP)**

If a child is identified by the class teacher or SENDco as having significant barriers to learning, meaning that, academically, they are no longer working in line with their peers and are deemed to be at least two academic years behind, it may be deemed by the school that additional funding may need to be applied for to support the child in question. This will allow the school to be more flexible in how the child is supported within school and will also allow access to specialist support services, such as the Support Service for Special Educational Needs (SSSEN). The decision to apply for GRIP funding will be considered jointly by the class teacher, SENDco, Head Teacher and the child's parents.

### **The Local Offer**

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to families in Derbyshire that have an Education, Health Care Plan and those that do not have a plan, but still experience some form of special educational need. 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 sectors.

### **Inclusion of all Pupils with SEND**

The head teacher and SENDCo oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice about individual children from external agencies when appropriate.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN, those with EHC Plans and those without.

When moving to a new year group, information about individual pupils is shared with the new class teacher regarding provision, strategies and interventions, this information can also be viewed on Edukey. All paperwork and reports are also given to the next teacher. The annual review in Year 5 should consider the child's transfer to secondary education in order to provide sufficient time for planning and for parents to consider options. Staff will liaise closely with the secondary school and additional visits may be set up where appropriate.

### **Links with Support Services**

The school has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid inclusion. Sharing information and knowledge with support services is key to the effective and successful SEN provision at our school.

Support services include:

Education Psychology, Health, CAMHS, Speech and Language Therapists, Teachers for the Visual/Hearing/Physical Impaired, Physiotherapists, Occupational Therapists, Behaviour Support, Support Service for Special Educational Needs, Autism Outreach, Social Services and Multi agency Teams.

### **Working in Partnership with Parents/Carers**

Parents are notified as early as possible of any concerns teachers may have about their child. The school is always willing to listen to parental concerns over a child's educational, social, personal, emotional and behavioural needs. Opportunities are provided for consultation and progress is reviewed with parents regularly.

If parents are unhappy with any aspect of the SEND Policy or provision made by the school, a standardised procedure operates. Initially, parents contact the class teacher who will arrange a meeting with the SENDCo. If parents are not reassured by this meeting, a discussion is organised with the Head teacher. If still dissatisfied, parents are free to discuss the matter with the governor responsible for SEND, who will, if necessary, arrange to review the case with the appropriate committee of the governing body. A further appeal can be made to the full governing body if necessary.

Any additional advice on SEND can be obtained from the Parent Partnership.

### **Supporting Children with Medical Conditions**

The school recognises that pupils with medical conditions, for example diabetes and allergies, should be properly supported so that they have full access to education, including school trips and physical education. The school will comply with its duties under the Equality Act 2010.

Arrangements are put in place to support individual pupil's needs with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children

with specific needs receive regular training. We work in accordance with Supporting Pupils at School with Medical Conditions published by the DFE in April 2014.

### **Accessibility**

The school building is accessed by sloping paths and access points. Wheelchair access is via each year group entrance. The top playground is accessible to wheelchairs. The inside of school is spacious enough, but teachers will need to consider wheelchairs when arranging furniture. We have a toilet adapted for use by disabled people.

Commitment to educational inclusion at Dronfield Junior School is demonstrated through:

### **Leadership and Management**

- The implementation of inclusive policies, procedures and structures
- The collection of analysis of data to inform future practices
- The involvement of staff, children, parents and governors
- Continuous Professional Development (CPD)

### **Teaching and Learning**

- The creation of stimulating positive learning environments
- A creative and relevant Curriculum
- The use of assessment, monitoring and evaluation to ensure all participate and make effective progress
- Effective staff teamwork strategies
- Continuous Professional Development (CPD)
- Evaluating the effectiveness of resources.

### **Parents/Carers, Governors and Community Groups**

- The school will share its practices with parents/carers and governors.
- Regular review of SEND issues at Governor's meetings. SENDCo and SEND Governor to liaise on a regular basis.
- The school will create effective partnerships and build an effective ethos with members of the local community.

This policy will be made available to parents on request.

*This policy has been reviewed by the Curriculum Committee on 22<sup>nd</sup> November 2016 and approved by the governing body:*

*Date: 30<sup>th</sup> November 2016*

*Chair of Governor's signature: John Harvey*

*Date of next review: November 2019*

