



**Special Educational**  
**Needs and Disability**  
**Policy**  
**2019**

## SPIRE JUNIOR SCHOOL

### **Special Educational Needs and Disability ( SEND ) Policy**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 June 2014.

Spire Junior School aims to enable pupils with Special Educational Needs and/ or Disabilities to benefit as fully as possible from their education. We aim to provide Special Educational Needs pupils with their entitlement of access to the full life that this school can offer, ensuring equality of opportunities with the broad, general academic and social curriculum of the school, whilst mindful of the fact that provision must also be made for the more specific individual need. The SEND policy is set within a caring environment, based upon collective responsibility, with an S.E.N. Co-ordinator to oversee the day to day running of the policy. The co-ordination of provision will be overseen by this co-ordinator in consultation with the Senior Leadership team.

The named co-ordinator is Mrs A. Barnett. Mrs. Barnett can be contacted through the School Office on 01246 234546, or via email at enquiries@spire-jun.derbyshire.sch.uk.

The governor with responsibility for S.E.N. is Mrs L. Blakemore, who can be contacted through school on the above number and email.

An annual SEND Information Report will be shared with parents, carers and the governing body and published on the school's website.

#### **Objectives**

1. To identify and provide for pupils who have special educational needs.
2. To work under the guidance provided in the SEND Code of Practice 2014.

3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator ( SENCO ) who will work with the SEND policy.
5. To provide support and advice for all staff working with special educational needs pupils.

### **What does SEND mean ?**

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

- has a significant greater difficulty in learning than the majority of children of the same age

Or,

- 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.

The area of special need will be identified as either:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and / or Physical Needs

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

### **Role of SEN Co-ordinator**

- Oversee the day to day operation of the school's SEN policy.
- Liaising with staff where a looked after child has SEN.
- Co-ordinating the special educational provision for the pupil to meet their needs.

- Advising on the graduated response to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- On transfer to another school ensuring all relevant information about the pupil's SEN's & special educational provision is conveyed.
- Promoting the pupil's inclusion in the school community & access to the school's curriculum, facilities & extra-curricular activities.
- Being a key point of contact with external agencies, especially the local authority and support services.
- 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.
- Contributing to in-service training for teachers to assist them to carry out the tasks referred to above.

### **Identification of Pupil's Needs**

All of our children are treated as individuals and the class teachers with the input from 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. Key assessments ensure that 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 through Quality First Teaching:**

1. Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
2. Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to assess their level of learning and possible difficulties.

3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO may be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Parents will be fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
6. Parents' evenings are used to monitor and assess the progress being made by the children.

### **SEN Support**

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:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, where relevant, and advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help

inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

## **PLAN**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and / or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought.

## **DO**

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where interventions may involve group or one to one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the classroom teaching. Support, with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support, will be provided by the SENCO.

## **REVIEW**

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, the parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

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

If a child has lifelong or significant 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 where 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 decision to make a referral for an Education, Health and Care Plan will be taken at a progress review, or on entry into school.

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

- Parents
- Teachers / SENCO
- Social Care
- Educational Psychologist
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health, and social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate an EHC Needs assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the **SEND Local Offer**:

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

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

1. Following the EHC Needs 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 and the child's parents will be involved in developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **What is 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 those families in Derbyshire that have an Education, Health and Care Plan and those who 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.

More information can be found on; [www.derbyshiresendlocaloffer.org](http://www.derbyshiresendlocaloffer.org)

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

The Head Teacher and SENCO 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, with 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 SEND; those with Education, Health and Care Plans and those without.

### **Links with Support Services**

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

### **Support Services include;**

- Educational Psychology
- Health – School nurse, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Visual, hearing or physically impaired services
- Physiotherapists, Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs
- Specialist Outreach Services – Autism Outreach
- Social Services
- Multi Agency Teams

## **Working in Partnership with Parents**

Spire Junior School believes that a close working partnership with parents is vital to ensure that;

- Information is shared
- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see Mrs Barnett (SENCO) can be made through the school office.

## **Supporting Pupils and Families**

- When moving to a new year group, information is shared with the new class teacher regarding provision, strategies and interventions. All paperwork and reports are also given to the next teacher. When a child moves from Infant School or to Secondary School, staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual children if appropriate.
- More information is available through the LA local Offer at:

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

- **Accessibility**

The school has ramp access.

We have a room, which provides a private changing area.

There is a disabled toilet.

We have handrails fitted by slopes and steps.

- **Complaints Procedure**

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

- **Evaluating Success**

This policy will be kept under review. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback / pupil feedback
- Improved behaviour of the children, where this is appropriate

### **Admission Arrangements**

Remain the same for children with Special Educational Needs and/ or Disabilities as for other pupils.

Special arrangements may have to be made for children needing special facilities, which the Authority cannot provide in this establishment.

Applications from outside the catchment area should be made, in the first instance, to the Headteacher who will then discuss this with Governors, and parents will be informed in accordance with any decision made.

## Inset

We recognise the special needs training is a whole school issue, which will be provided in line with the School Development Plan and budgeting constraints. Where training opportunities are limited the most appropriate member of staff will be sent. Whichever member of staff attends a course they will be expected to disseminate the information to the rest of the staff. All staff are actively encouraged to participate in external training and are involved in internal SEN training.

## Inclusion

We provide opportunities for children with SEN to be fully integrated into the pastoral, social and academic life of the school, "according to their particular case or circumstance." All children are positively welcomed in extra curricular activities. The whole ethos of the school is aimed to ensure that children with SEN move into equal membership of the school.

## Transition Arrangements

### **Infant to Junior**

- Visits to the infants by class teachers
- Visits to the infants by SEN Co-ordinator
- Extra visits to Spire by children with SEN are available
- Early liaison with outside agencies where appropriate

### **Junior to Secondary**

- Regular contact between Y6 staff and appropriate staff at secondary school
- SEN Co-ordinators invited to final Annual Review meetings if appropriate
- Liaison between SEN Co-ordinators
- Records to be passed on
- Y6 visits to new schools

### **Pupils already identified as having SEN**

Year 3 teachers and the SEN co-ordinator liaise very closely with staff at the feeder infant schools. SEN records such as assessment data and IEPs are passed on and children identified as having SEN are discussed individually. When children with SEN start school in Year 3, a meeting is arranged with parents to discuss progress and any concerns that they may have. Samples of work and targets are passed on by the infant school.

On entering the school in Y3 further information may be gathered to establish the children's skills. This may be a reading / spelling test or a piece of unaided writing. In numeracy an assessment of children's basic skills is carried out. NFER tests are also carried out to gauge baselines.

## **Pupils not identified as having SEN on entry to the school**

If, using the SENCO's or teacher's professional judgement, a child appears to need extra help; more formal assessment will be made in order to meet these needs, of which parents will be informed. At this stage S.E.N. procedures may begin.

Whilst at Spire Junior School all children will be constantly assessed and monitored using the experience and professionalism of all staff. If there are any concerns S.E.N. procedures may be initiated at any time.

It must be noted that provision will also take into account the continuum needs of the child, which means provision can be increased, decreased or removed as appropriate. Allocation of provision will also be designed to enable a child with S.E.N. to have access to the full curriculum.

We have ongoing monitoring and reviewing procedures to determine the effectiveness of our strategies for inclusion and providing equal opportunities to meet the individual needs of the children. Pupils, along with relevant staff and parents are encouraged to be part of these procedures. Children with S.E.N. are discussed

regularly at meetings with the Educational Psychologist and members of the other support services, which the Education Authority provides to the school. The school will ensure that parents know if their child is to be discussed with a support service and will inform them of any decisions to be taken which affect what the school will do with their child.

Sometimes the school asks a member of a support service to see a child individually. Parents will always be fully consulted about the need for this before it happens and informed of the outcome.

## **Parents as Partners**

We view ourselves as partners in the education of children. Parents are welcomed at any time, but should there be a need to discuss a complex problem then a mutually convenient time will be arranged with the Headteacher and appropriate teacher/S.E.N. co-ordinator.

Parents are actively encouraged to participate in the educational life of the school, listening to children read, helping with I.E.Ps etc.

Parents are encouraged to be involved in the social life of the school, helping with visits, fundraising events etc.

If a parent has any complaint or concern about the allocation of provision for their child they should see the appropriate teacher, or S.E.N. co-ordinator in the first instance to discuss this.

These matters may then be put to the Head and/or Governors if appropriate.

Parents will be informed about **Derbyshire** Information, Advice and Support Service (DIASS) who offer impartial support and advice to parents.

## **Outside Agencies**

It is our policy to use any expertise, help or facilities from both inside and outside the school, which will assist in our aim to meet the individual needs of the child.

Regular links are maintained with our partner schools:

Exchange of visits

Transfer of records

Joint training

Attendance at appropriate S.E.N. meetings.

Other agencies are involved as and when appropriate, including training, invitations to appropriate meetings and gathering of information. These agencies include social services, health services, behavioural support services, and voluntary organisations.

This is a statement of our current practice and it represents a whole school philosophy and stance. The policy statement will be reviewed to meet:

The needs of the children;

Any new legislation, which may have implications for S.E.N.

It will also inform Governors.

There may be changes in this policy from consultation to review date. Information with regard to changes is available on request.

September 2019