



Shottermill Junior School

Policy for Special Educational Needs and Disability (SEND) 2018-2019

Governors' Committee Responsible:	Children & Learning Committee
Governor Lead:	Paul Turner
Nominated Lead Member of Staff:	SENCo - Jayne Davies
Status & Review Cycle:	Statutory (Annually)
Next Review Date:	Spring 2019

This policy is aligned to the **SEND Code of Practice (0-25) 2015** but also takes account of Surrey Local Education Authority guidelines and procedures.

The policy contains the following sections:

- Introduction
- Aims and objectives
- The role of the SENCo
- What are special educational needs? The identification of SEND.
- The SEND Register
- The Code of Practice 2015 and the graduated response to SEND
- The Pathway Plan(2)
- Provision for SEND at SJS
- Outside agencies
- Monitoring provision
- Education and Health Care Plans (EHCP)
- Transition between key stages for children with SEND.
- Partnership with Parents
- Funding and allocation of resources
- The role of the Governing Body
- Monitoring and evaluation of SEND
- Equal opportunities and inclusion
- Appendix: SJS10 and Lists of Wave 1, 2 and 3 interventions.

Introduction

Shottermill Junior School has a named SENCo and a named Governor responsible for SEND. Together with the Headteacher they ensure that the Shottermill Special Educational Needs and Disability policy reflects the DfE Statutory Guidance: **Special educational needs and disability code of practice: 0 to 25 years January 2015**, as well as the Local Authority policies and practices. This policy also links to the school's **Anti-Bullying** and **Behaviour Management** policies in school.

The SENCo is a qualified teacher who works part time in close cooperation with the Headteacher and all staff, and undertakes continual professional development to keep up to date with current practice.

This policy has been written in collaboration with all stakeholders, including children and parents whose views are key to ensuring effective provision for pupils with Special Educational Needs or Disabilities within our school. It also links to **The Equality Act 2010** and as a school the following equalities objectives have been published to show how we are committed to ensuring a fully inclusive working and learning environment for all:

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**
- **Provide a secure and supportive environment that empowers people to challenge discrimination should they encounter it.**
- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**
- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination in line with fair recruitment purposes.**
- **Promote and celebrate diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**
- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**
- **Work with all stakeholders or other local schools to develop cohesive communities with shared values that encompass equal opportunities.**
- **Work towards the elimination of discrimination and harassment through upholding our Core Values of: *Respect, Trust, Love of Learning, Communication, Creativity and Excellence.***

Aims and objectives

The aims of SEND provision at Shottermill Junior School are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
- To request, monitor and respond to parents', carers' and pupils' views in order to establish high levels of confidence and partnership, and to make clear the expectations of all partners in the process;
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- To offer support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals;
- To identify the roles and responsibilities of all staff in providing for children's special educational needs;
- To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

The identification and assessment of the special educational needs of children **whose first language is not English** requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in his or her command of English or arise from special educational needs.

The Role of The SENCo

The Special Educational Needs Co-ordinator's (SENCo) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Overseeing the records of all children with SEND.
- Co-ordinating provision for children with SEND.
- Monitoring the provision of pupils with SEND; including interventions and strategies that are put in place to support individuals or groups of learners.
- Liaising with and advising fellow teachers.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local infant and secondary schools so that continuity of support is provided for Y3 pupils on arrival and for Y6 pupils as they prepare to transfer.
- Liaising with and referring children to external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Preparing paperwork for applications for statutory assessment and Education and Health Care Plans (EHCP).
- Organising and holding reviews for children with Statements of SEND and EHCPs.
- Producing and updating the SEND Policy.
- Keeping up to date with, acting on and disseminating information about changes to Government policy for SEND.
- Liaising with the Headteacher and SEND Governor.

What are special educational needs? The identification of SEND.

At Shottermill Junior School we expect children to make continuing progress in line with others of the same age, to be able to access the full curriculum, and over time to demonstrate improvements in self-help, social or personal skills and behaviour. We respect the fact that children have different educational and emotional needs and aspirations and, to make progress, require different strategies for learning. They acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences.

However, it is sometimes the case that a child, despite this variety of approaches, falls behind his or her classmates, and evidence is provided by tests and assessments as well as ongoing monitoring. There may now be concerns that the child has special educational needs.

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

- Has a significantly greater learning difficulty or disability than other children of the same age, and requires educational provision to be made for him or her which is additional to or different from the provision being made through the differentiated curriculum for other children of the same age. This includes health and social care.
- Is a high achiever. The school recognises that the needs of high achieving children should also be catered for and recognised as a special educational need. This area has a separate coordinator and policy (please see the Policy for the Gifted and Talented).

The SEND Register

At Shottermill Junior School a register is kept (and frequently amended and updated) of all children who have SEND. Separate lists are also kept of children at risk of SEND and of those with medical conditions in order to assist monitoring and oversight. All lists are regularly amended and circulated amongst staff.

Reasons for a child being added to the SEND register may include the fact that he or she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional needs which may result in a change of behaviour which are not improved by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

The Code of Practice 2015 and the graduated response

The COP 2015 identifies four areas of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, mental and emotional health**
- **Sensory/physical**

The Code also requires that the schools approach is graduated. We believe that for the majority of children, quality first teaching, incorporating our 'SJS 10' principles, (see appendix 1) will meet the needs of the vast majority of children. Some children will need educational provision that is additional to or different from this, which is where our graduated response begins. There are ongoing observations and assessments to provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning. For children identified as not making expected progress, the 'assess, plan, do, review' cycle will be initiated (see appendix 2) and they will be given Wave 1 provision (see appendix 3) with parents informed. Teachers are also expected to have a conversation with the SENCo using the 'SEND' concern form.

If after completing a cycle of Wave 1 provision, the pupil is still not making expected progress, the decision will be made, between teacher, parent and SENCo, to initiate Wave 2 provision. At this stage the child's name will be placed on the SEND register and a provision map will be written for the child. (See appendix 4.) Parents will receive copies of their child's provision map and be invited to attend a termly Wave Review meeting with the class teacher and SENCo. At this stage, help may be sought from specialist outside agencies with parent's permission.

If a child is failing to make expected progress within the 'assess, plan, do, review' process or is working significantly below age expectations, then Wave 3 interventions are required and consideration may be given to statutory assessment for an Education Health Care plan (EHCP.)

SEND Support Arrangements

SEND support arrangements are there to support the graduated response in line with Surrey's recommended documentation. SEND support arrangements are for children working within Wave 2 and are;

- Led by the needs of the child or young person (CYP) and family;
- Person centred taking full account of the CYP's views and wishes;
- A process which should be ongoing, interactive, organic and which can be added to over time, updated etc. to create a comprehensive record of the child's history and progress;

- A graduated response, a cycle of ASSESS > PLAN > DO > REVIEW > ASSESS > PLAN > DO > REVIEW > etc. which should provide high quality assessment and intervention;
- Aligned with the statutory template so that information is already available if a request is made for statutory assessment.
- Not to be regarded as inferior to statutory assessment;
- Designed to promote and support referrals to other agencies.

The SEND Support Arrangements

1. The One Page Profile (OPP).
2. SEN Support Arrangements; Information about the pupil and the school.
3. Pupil's story.
4. Pupil's special educational needs and other needs: additional information on strengths and weaknesses in the 4 COP areas and other areas of life (SEN and other needs). More family information.
5. SEND Support Arrangements– similar to an Individual Education Plan (IEP). This is a record of the desired person centred outcomes and the interventions and resources necessary to achieve these. Regular reviews. Each new iteration of the Plan should be completed on a new table.
6. Progress data
7. Resources and funding for costed interventions.
8. Log of external practitioners.
9. Supporting info – anything else considered relevant.

Provision for SEND at SJS

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's Headteacher, the SENCo and all other members of staff, particularly Class Teachers and Teaching Assistants, have important day to day responsibilities. All Teachers are teachers of children with special educational needs. This SEND policy details how, at Shottermill, we do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with the child. We endeavour to ensure that Teachers are able to identify and provide for those pupils with special educational needs, allowing them to fully integrate in all school activities together with pupils who do not have special educational needs.

Teachers 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 available senses and experiences,
- Planning for children's full participation in learning, and in physical and practical activities, including wider curriculum opportunities such as residential trips.
- Helping children to manage and own their behaviour and to take part in learning effectively and safely,
- Helping individuals to manage their emotions, particularly trauma or stress, to take part in learning.

Children may be supported within the classroom setting by a Teacher or Learning Support Assistant (LSA) or taken individually or in small groups to an alternative learning environment. We also use a range of programmes designed to address particular problem areas e.g. maths skills, comprehension, thinking skills, handwriting etc. (See appendix 5.)

Outside agencies

The school has limited access to a range of LEA professionals who offer advice, assessments and monitoring in several areas. These include an Educational Psychologist (EP), and Advisory teachers in Learning and Language (LLS) and Behaviour Support (BS). The Physical and Sensory Support Service (PSSS) advises on all physical disabilities including visual or auditory impairment and help with accessing specialist equipment and adaptations to the site and working environment. We also have links with the Child and Adolescent Mental health Support team (CAMHS), Freemantles Outreach for help in the field of Autistic Spectrum Disorder (ASD), and the Speech and Language Therapy service (SLT). In school we have a home-school link worker (HSLW).

These outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment and advice. There must be agreement from both parents and the school in order for outside agencies to visit children in school.

Monitoring provision

Monitoring the effectiveness of interventions on children's progress is an ongoing process and takes place during:

- Marking of work to inform the next stages of learning;
- Assessments and testing;
- Parents' evenings and end of term school reports;
- Half termly and end of term reviews of individual targets;
- Reviews by outside agencies;
- Annual Reviews for children with Statements of Special Educational Needs and/or EHCPs.
- Termly Wave Review meetings between the class teacher and SENCo which parents are invited to.

Education and Health Care Plans (EHCP from September 2014)

A request for an EHCP (previously a Statement of Educational Need) will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and all actions taken to deal with those needs, including any resources, Wave 3 interventions and special arrangements put in place.

The evidence will include:

- Previous individual education plans, Wave 2 and 3 interventions and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

- Views of the parents. The parents of any child who is referred for an EHCP will be kept fully informed by the LEA of the progress of the referral.

If, having looked at the evidence, the LEA deems it appropriate, the child will receive an Education and Health Care Plan. This will embody detailed targets for the coming year, and these will be reviewed annually.

Transition between key stages for children with SEND

It is important that transitions at the beginning and end of the child's time at Shottermill Junior School go smoothly and that provisions already in place for a child with SEND are maintained as seamlessly as possible. To achieve this meetings are held during the summer term before transition between teachers and the SENCo of partnership schools, to share information and allow the receiving school time to put individualised provision in place. All children have transition days at their new school and for vulnerable children who may find the experience worrying, extra days and programmes of support are put in place. The SENCo will meet with parents of children with SEND in year 2 prior to them starting in year 3. In year admissions of SEND pupils will involve liaison between parents, SENCo, the admissions team and other specialists involved with the child.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. At all stages of the special needs process, the school keeps parents fully informed and involved. We encourage parents to make an active contribution to their child's education and have regular meetings each half term with the class teacher to share information about the child's progress.

Parents may contact the Headteacher, SENCo, Teachers and office by phone and email and appointments may be made to discuss matters with the any of the staff.

Funding and allocation of resources

The Headteacher and School Business Manager are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

Funding is made up of three elements, as follows:

1. Mainstream schools receive funding for all pupils, regardless of SEND, of around £4000 per child per annum.
2. Mainstream schools also receive a proportion of their budget in order to support SEND pupils in school. This is calculated through a formula which considers pupil achievement in Early Years.
3. In order to meet the provision stated in a child's EHCP, the LEA will provide extra funding as a 'top up.'

The role of the Governing Body

The Governing Body works with the school and its members to secure necessary provision for any pupil identified as having special educational needs and to ensure that funds and resources are used effectively. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full Governing Body.

Monitoring and evaluation of SEND

The Headteacher and SENCo monitor the movement of children within the SEND system in school and provide governors with regular summaries of the impact of the policy on the practice of the school. The SENCo, Headteacher and named Governor meet to review the work of the school in this area.

SJS 10

Our expectations of Teaching & Learning:

- A strive for excellence through high levels of challenge and expectation, which help children develop core skills and achieve well across all subjects.
- Memorable learning experiences, with concrete real life examples, which exploit opportunities for children to make connections across the curriculum.
- A safe, positive and inspiring learning environment where children feel comfortable to take risks and ask questions.
- Maximum use of displays, resources, technology, visitors and educational trips to support learning effectively.
- New content introduced progressively, with many opportunities to refer back to prior learning.
- Clear learning objectives which relate to success criteria that children can aspire to achieve. Effective assessment and review of prior learning will underpin this.
- Continuous provision, underpinned by Bloom's Taxonomy to ensure all children, regardless of their ability, can progress in their learning.
- Varied approaches to ensure concepts are embedded such as words, pictures, diagrams to aid memory and retrieval.
- Opportunities provided for collaborative and peer to peer learning where children take ownership and build their resilience using our Growth Mindset principles.
- Opportunities for children to further their understanding because of effective feedback. Guided teaching, modelling and use of supporting adults will help to facilitate this.

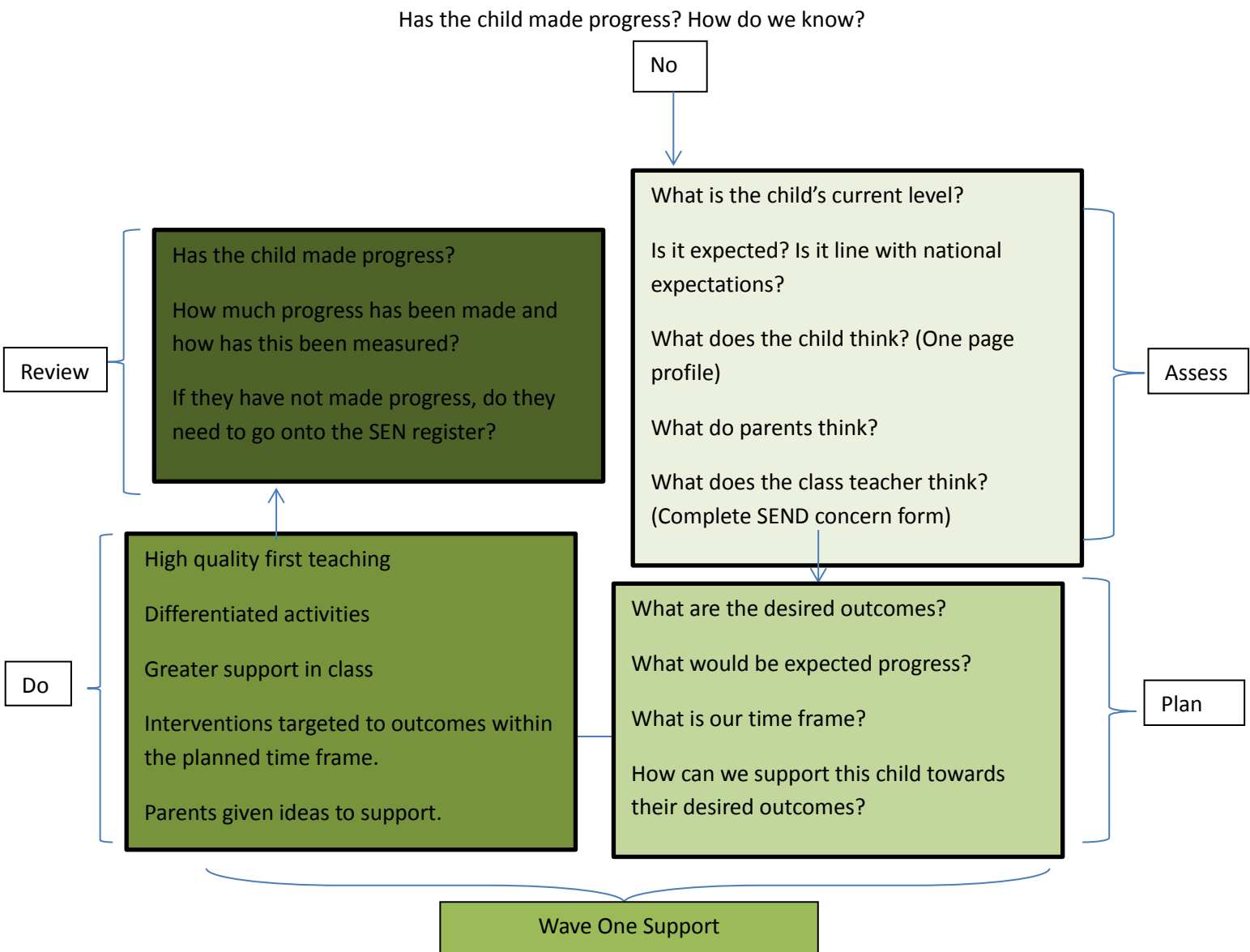


Appendix 2:

The Code of Practice (2015) states that a child is SEN if *they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

A child of compulsory school age has a learning difficulty or disability if he or she:

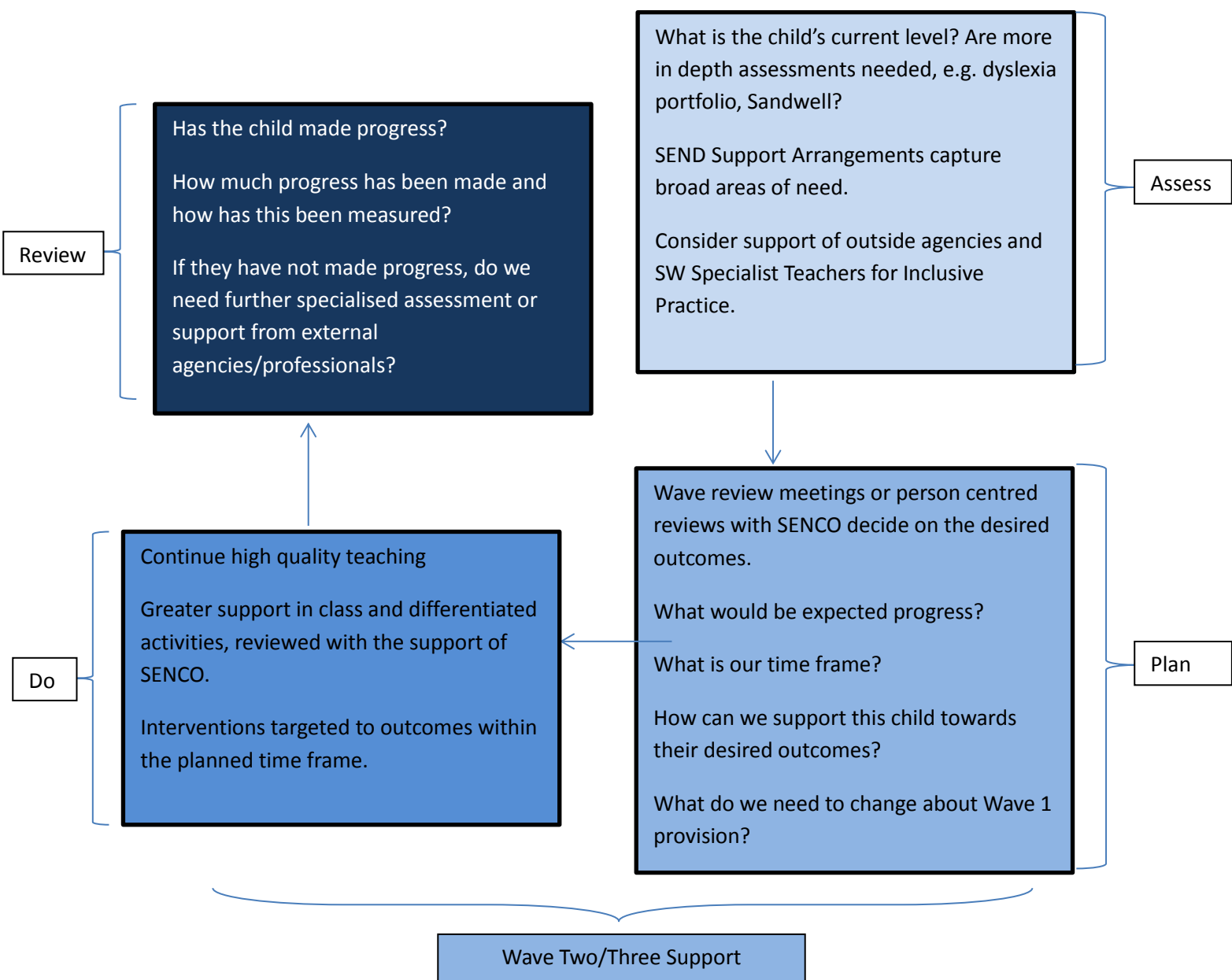
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.



This is shared with parents by class teacher at Parents Evening. Class teacher completes a 'SEND concern form' and gives to the SENCO. Progress of these pupils is monitored through pupil progress meetings. Expectation is that progress will be seen after intervention, resulting in child being removed from central list and provision map no longer needed. If child has made partial progress towards their outcomes, they remain Wave 1 and the cycle begins again.

1 term

After the initial round of 'Assess, Plan, Do, Review,' if a child is making limited progress towards their outcomes, the child should be given Wave 2 school support.



Provision map captures the outcome, intervention and progress made. This is shared with parents by class teacher and SENCO at termly Wave review meetings. SENCO adds name of pupil to SEND register and parents are informed. Progress of these pupils is monitored by Class teacher and shared with SENCO. SENCO keeps a record of progress on provision map spreadsheet. The cycle continues when pupil makes partial progress towards outcomes. When pupils make limited progress towards outcomes, the cycle continues with an increase in response. If limited progress continues, an EHC assessment will be considered.

Appendix 3:

Shottermill Junior School Wave 1 Provision

Effective Learning Environments		
Organised resources, clearly labelled.		✓
Attention is paid to seating, lighting and position of resources.		✓
Have a timetable on the wall showing when equipment and homework is due in.		✓
Sitting position in class, close to board or teacher, quiet working zone if needed.		✓
Visual timetable.		✓
Checklists reminding them of what particular equipment is needed and when homework is due in.		✓
Resources to support word choice and punctuation are available on tables.		✓
Key words are displayed in the classrooms.		✓
Adaptations to the Curriculum		
Differentiation for support, core, more able and gifted and talented pupils in all subjects.		✓
Access to practical apparatus.		✓
Variety of learning styles –visual, kinaesthetic and auditory.		✓
Use engaging strategies e.g. drama, art.		✓
Choice of recording formats to present work – laptops.		✓
Mind mapping and Story Mountains are used by all staff to organise writing.		✓
Teach handwriting using a continuous cursive handwriting.		✓
Daily spellings and sounds.		✓
Weekly reading.		✓
Alternative assessment resources such as use of laptops or voice recorders to present ideas.		✓
Half termly monitoring of the whole class to assess the progress in reading, writing and maths.		✓
Alternative Teaching Strategies		
Repeat and clarify instructions if needed.		✓
Begin lessons by making the objective clear.		✓
Opportunity to develop spiritual, moral, social and cultural development.		✓
Take time to teach organisation skills.		✓
Ask them to stop, look and listen before giving instructions.		✓
Hands up policy to allow pupils time to consider their responses.		✓
Provide transcripts of work on the board to avoid copying errors.		✓
1:1 adult support to reinforce strategies within the classroom if required.		✓
Positive marking strategies and next step marking policy.		✓
Provide help on individual whiteboards to support instructions or starters.		✓
Teacher observation to identify and eliminate barriers to learning.		✓
Securing Motivation and Concentration		
Set clear boundaries.		✓
Insist on manners and promote positive behaviour.		✓
Behaviour tracking systems (see Behaviour Policy)		✓
Celebrate achievements – reward systems in class, in the playground and at lunch time.		✓
Pastoral care and nurturing of individual needs.		✓
Parental Support		
Home/school communication books where needed.		✓
Homework diary provided with helpful hints on the school website.		✓
Termly written progress reports.		✓
Termly curriculum overviews provided on school website and newsletters to parents.		✓
Signposting to family support agencies via HSLW.		✓
Information via emails and paper copies to pupils who need it.		✓

Shottermill Junior School Provision Map (Example)

Provision Map for: Autumn 2014				Class: 6C	Name: Harvey Nicholls	
Wave 1 Intervention: (See separate sheet)						
Wave 2 / 3 Interventions: (See below)						
Intervention	Frequency / Duration	Group size	Entry data	Intervention target	Exit data	Review
Sentence construction work <i>(Small group work working on building, constructing and developing sentences)</i>	20min session 3 x a week for 10 weeks	1:1 with TA	Is able to write independently but not always with correct punctuation.	To be able to write a passage independently with 5 or more correctly demarcated sentences using full stops and capital letters.	Harvey was able to produce a set of instructions and remembered his full stops and capital letters for every sentence.	4 – Child has exceeded their target.
Maths Intervention Group <i>(The children in these groups will have access to the same work that is being taught in class however they access the curriculum in a more focused setting with lower pupil: teacher ratios.)</i>	5 x 1 hr maths sessions a week for a term.	1:12 with teacher	Currently working below age related expectations. or Mental maths score =	To be able to add or subtract two digit numbers and bridge over 100.	Child is working above age related expectations.	4 – Child has exceeded their target.
English Intervention Group <i>(The children in these groups will have access to the same work that is being taught in class however they access the curriculum in a more focused setting with lower pupil: teacher ratios.)</i>	5 x 1 hr English sessions a week for a term.	1:12 with teacher	Currently working below age related expectations. or Reading age =	To be able to answer inference and deduction questions about a text and be able to record answers to these.	Child is working at age related expectations.	3 = Child has met the target
SNAP Maths <i>(Small group taught by a class teacher focussing on developing mental arithmetic and concept of number)</i>	10mins every day	TA with 3 children	Child is working at unit 30	To develop mental arithmetic skills, in particular, ordering numbers to 100. To be confident working on unit 35.	Child is now working at unit 33.	2 = Child has partially met their target.

Beat the Clock <i>(Children develop times tables and related division facts through a timed rapid recall task)</i>	10mins every day	TA with 3 children	Number of correct responses in 5 minutes is currently 10.	To be able to recall 5x and 6x multiplication tables by heart when tested on three occasions.	Number of correct responses has increased to 25 over 5 mins when tested.	3 = Child has met the target
Reading for comprehension <i>(Small group work looking at passages of text and developing comprehension through developing inference skills)</i>	25 minutes twice a week	TA with up to 6 children	When tested on a reading comprehension test, child scored 5.	To be able to develop comprehension of a simple text, using clues from pictures and inference to help build up a picture of a key event or character.	When tested on a reading comprehension test, child scored 5.	1 = Child has not yet met the target
Individual Reading <i>(1:1 adult led session with child to develop love of reading, decoding using phonic strategies and comprehension of text meaning)</i>	10mins every day	1:1	SALFORD reading age test score = 9yrs 5months	To develop fluency of reading high frequency words and to be able to answer direct comprehension questions through retrieval of key words in the text.	Children's SALFORD reading age increased by at least 3 months in 10 weeks	3 = Child has met the target
Social Stories <i>(Small group work on developing understanding of dealing with situations through a story-telling approach involving consequences of actions)</i>	30mins every day	TA with 3 children	Behaviour incidents over the half term has reached 9.	To use kind words. To understand consequences of actions, both positive and negative. To follow instructions from an adult.	There have been no further behaviour incidents.	3 = Child has met the target
Speed up writing <i>(Small group work where children develop their gross and fine motor skills through completed the exercise programme)</i>	30 mins twice a week	TA with up to 6 children	Child is able to join most letters but cannot consistently form a clear 'a' or 'o'.	To be able to join the letters 'o' and 'a' correctly to other letters.	Child has improved letter joins and is using correct letter joins for 'o' and 'a'. Child is now using a more cursive and neater style of writing.	4 – Child has exceeded their target.

Review of the provision map will take place termly using the following key:

1 = Child has not yet met the target	2 = Child has partially met their target	3 = Child has met the target	4 = Child has exceeded their target
---------------------------------------------	-------------------------------------------------	-------------------------------------	--------------------------------------------