



'Where Care, Co-operation and Challenge Count'

NORTH BADDESLEY JUNIOR SCHOOL

Special Educational Needs and Disability (SEND) Policy Spring 2022

North Baddesley Junior is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

The SEND team at North Baddesley Junior school

Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Amy Clarke – SENDCo. Please make an appointment with the school office if you wish to speak to the SENDCo.

Headlines from the 2014 Code of Practice.

- From September 2014 no more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SEN Support)
- All children are closely monitored, and their progress tracked each term. Those at SEN Support are additionally tracked by the SENDCo.
- There are four broad categories of SEN:
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health
 - physical and sensory.

We have children in all these categories of SEN.

We work closely with parents and children to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

Parents are invited to be involved in planning and reviewing SEN provision for their child.

- All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills.
- We have high expectations of all our children. We aim for our pupils on the SEN register to make good progress from their starting points.

Defining SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. *Taken from 2014 SEN Code of Practice: 0 to 25 Year – Introduction xiii and xiv*

SEN at North Baddesley Junior school

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND; (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

Around 15% of our children are either at SEN support or have EHC Plans (Education, Health and Care Plans). This is slightly above the national average and means that all teachers expect to have children with SEND in their classes.

Types of SEND which we currently have in school, during 2022 include children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- Autistic spectrum and language disorders

Cognition and Learning

- Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health

- ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Gross and fine motor skill needs.

Identifying children at SEN Support

Children with SEN are identified by assessment routes which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored discussed at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their chronological age
 - Parents sometimes ask us to look more closely at their child's learning.

We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some additional support. Otherwise, the child is placed at SEN Support on our SEN register.

The SENDCo is qualified to undertake a range of standardised tests with children. They can use these assessments to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher/SENDCo will inform the parents to let them know their child is being placed at SEN support. Any assessments that have been completed will be shared and a provision plan will be agreed.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the review meeting. Records are kept of these meetings and copies are available to parents. Thereafter, meetings take place at least each term to review progress made, set targets and agree provision for the next term.

Paperwork for children at SEN support

Once a child has been identified as needing SEN Support a Personal Learning Passport is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a barrier to learning which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are significantly below their chronological age despite a high level of support at SEN Support.

Parents can also request an assessment for an EHC Plan through Hampshire County Council.

If the application for an EHC Plan is successful, a SEN caseworker will contact parents, school and any health or social care professionals who are involved with the family for further information. They will record the child's strengths, their dreams and aspirations as well as the barriers they face. The child will also be able to give their views as part of the process. Following this, Hampshire County Council will produce the EHC Plan.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a Learning Support Assistant. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group.

When allocating an additional Learning Support Assistant to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school can implement a range of interventions to support a child's progress. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets

for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENDCo who monitors overall progress after the intervention.

- Interventions are generally planned in six/eight week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENDCo monitors interventions to identify 'what works'.

Adaptations to the curriculum teaching and Learning Environment

North Baddesley Junior school is easily accessible, corridors are wide and we have an easy access toilet. If children are unable to manage the stairs to a classroom on the first floor, we can ensure they are taught in a ground floor classroom. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children.

Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All of our teachers are trained to work with children with SEN. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house, Hampshire courses or external specialist trainers, provision of books or guidance towards useful websites.

If we identify information we can't access without the aid of additional, more specialist help, the school is able to buy-in additional expertise from the Hampshire County Council. This includes access to Educational Psychologists and Advisory Teachers.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a Team Around the Child meeting with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to make a referral to CAMHS. School can assist with this process.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school offers a range of social skills or therapeutic interventions. These are generally delivered by our school ELSAs who develop good, trusting relationships with the children. Children can also be referred by school to the Primary Behaviour Service in Hampshire to enable further support to be given.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the lockers are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held in the spring/summer term of Year 6. The secondary school SENDCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Carly Green. They meet with the SENDCO regularly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Hampshire's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Hampshire's Local Offer is available from the website

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

It is the One Stop Shop for Hampshire children and young people with additional needs and disabilities. It includes information about activities and breaks available for Hampshire children with SEND as well as information for parents about benefits, about how Hampshire aims to support children through education, health and social care.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed:

Head Teacher

Date:

Signed:

Chair of Governors

Date:

Next Review Date: April 2023