

North Baddesley Junior School

"Respect. Aspire. Resilient"

"Be kind, dream big, keep going!"



Special Educational Needs and Disabilities Policy

Status:	Current	Approval Level:	FGB
Review Frequency:	Annually	Author/Role:	SENDCo
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Date of Next Review:	July 2027	Statutory:	Yes
Source:	School	Any Changes:	No

This policy complies within the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- The Equality Act 2010
- SEND Code of Practice 0-25 (January 2015)
- Children and Families Act 2014
- The school SEND Information Report
- The National Curriculum in England for Key Stage 1 and 2 2014

- The accessibility plan
- Statutory guidance on supporting pupils with medical conditions
- Keeping Children Safe in Education 2026

We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in line with 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. The school's SEND policy should be read alongside the school's SEN information report.

Aim

The Aim of the SEND policy at North Baddesley Junior School is to ensure the meaningful inclusion of all pupils within our school community. Through working to identify needs early in conjunction with families, we seek to remove barriers to learning so that pupils can thrive in learning through a broad and balanced curriculum. Through working together, teaching staff have created a research informed definition of our Inclusive ambition for all pupils at NBJS:

NBJS is a school where diversity is valued and where all children are supported to achieve their personal best through a responsive, adapted curriculum that utilises their strengths and seeks to remove barriers to learning.

The SENDCo is Miss Emma Verlander. The SENDCo is a qualified teacher who holds the national award for SEN Co-ordination (NASENCo) and is a member of the school's senior leadership team. The governor with responsibility for SEND is xxx who meets regularly with the SENDCo to look at policy and practice. The SENDCo can be contacted via the school office.

It is the responsibility of the SENDCo to:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision for pupils with SEND, including those with EHC Plans
- liaising with the designated teacher where a child looked after has SEND
- advising on the graduated approach to providing SEND support
- liaising with potential next providers of Education to support smooth transition
- working with the headteacher and governors to ensure the school meets statutory requirements
- ensuring school records for pupils with SEND are up to date
- to determine strategic direction and development of SEN policy and provision
- liaising with and supporting parents of pupils with SEND
- supporting staff with assessment, advising on the effective implementation of support for all pupils with SEND.

It is the responsibility of all teaching staff to ensure learners with SEND have access to the National Curriculum, setting high expectations for every pupil. All of our teachers are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively.

The class teacher is responsible for:

- monitoring the progress and retaining responsibility of all children with SEND in their class
- raising Individual learning plans (ILPs) for pupils with SEND
- conducting the termly review of ILPs, monitoring and recording impact of support and using them to plan next steps
- identifying and analysing children's needs early and raising these with the SENDCo
- using the graduated approach (APDR) to support children and reduce barriers to learning

Definition of SEND

We acknowledge the definition for Special Educational Needs and Disability that says:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person 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 school. SEND Code of Practice 2015

We also pay due regard to the definition of disability as stated in the Equality Act 2010. This is defined as:

- 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'.

SEND 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 needs of individual pupils
- To ensure that all staff have access to training and advice to support universal high quality teaching and learning for all pupils (see whole school provision map)

Identification of need:

The SEND Code of Practice (2015) refers to the Four Broad Areas of Need:

At NBJS, we identify needs by considering the whole child and not purely their special educational needs. The four broad areas of need give an overview of the range of needs that should be planned for. The purpose of

identification is to work out what action the school needs to take, not to fit a pupil into a category. These areas of need are:

- communication and interaction
- cognition and learning
- social, emotional mental health difficulties
- sensory and/or physical needs

Before entering a child on the SEND register, the school will consider the work that has happened before to remove and / or mitigate the child's barriers to learning. Quality First teaching, using ordinarily available approaches, adapted for individual pupils is the first step in responding to pupils who have or may have a SEND need. As a junior school, this will also include the steps Key stage 1 colleagues have taken to support the pupil's needs.

Teachers and the SENDCo 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. We take all parental concerns seriously and investigate them. Frequently, the concern can be addressed by Universal quality first teaching or some additional support.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people may experience barriers to learning in some of the following areas:

- Receptive Language - difficulty in understanding and processing language
- Expressive Language - difficulty with the use of spoken language or nonverbal communication
- Pragmatic/social communication - difficulty with social interaction, social cognition and pragmatics.
- Speech sound difficulty - difficulty with the phonological skills or articulation skills.
- The difficulty may not be restricted to one area and may be demonstrated at different levels.

Communication and Interaction

Where a pupil has communication and interaction as an area of need, the school will ensure specific targets are set on the pupil's individual learning plan to target difficulties relating to language or social communication. The school may seek the support of the NHS link speech and Language therapist or Hampshire's communication and interaction team to set these targets. The school has access to a range of online training and resources to support Speech and language needs via the school's Verbo subscription.

Cognition and Learning

Cognition refers to the thinking skills and thought processes that a child or young person has acquired through their prior experience. Learning needs are on a continuum and can vary across subjects and situations. Children with learning needs may learn at a different pace than their peers despite appropriate adaptive teaching practices.

Learning difficulties can be general or specific and related to one or more areas of the curriculum. Difficulties may be short-term or longer term. Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions including, but not exclusive to, dyslexia and dyscalculia.

If a child is identified as not making progress in line with their peers in learning, they may need SEND support. At NBJS, if a pupil requires significantly different provision from their peers as a result of a learning need, an individual learning plan will be raised for them. The targets set are to identify the pupil's next step in progress and support the pupil to narrow the gap between themselves and their peers.

Social, Emotional and Mental Health (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or distressing behaviour. These behaviours may reflect underlying needs or a mental health difficulty. Underlying needs can relate to a range of medical or circumstantial factors.

The school may raise an individual learning plan for pupils with SEMH needs, if their needs present as a significant and ongoing barrier to their learning. Occasionally, a pupil may require an individual behaviour plan to target, support and prevent any ongoing externalised behaviours. At NBJS, we recognise that behaviour is communication and the school's pastoral team use a range of interventions to support social, emotional and mental health needs both for pupils already in receipt of SEN support and as part of early intervention to support wellbeing.

Physical and Sensory Needs

Sensory needs, which can be hearing loss and/or visual impairment or sensory processing difficulties, can occur for a variety of reasons e.g. congenital conditions, injury or disease. The important consideration in this area is the degree to which the difficulties impact on a child or young person's ability to access educational opportunities or the learning environment. Close working with health services is used to understand the extent of a child or young person's specific needs. School may also seek the advice of Hampshire specialist teachers for hearing loss or visual impairment.

The school recognises that many children have more than one area of need and that each aspect needs to be fully assessed to build a complete picture of the child. This will be compiled in conjunction with parents and carers, drawing on their unique knowledge and expertise in relation to their child.

Responding to need using a graduated approach

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. Teachers have full accountability for the progress of all pupils in their class and, as such, aim to spend time working with all children with SEND, individually or as part of a group. Quality first teaching is the school's first response when supporting learners with SEND needs.

Pupils receive a range of support according to their emerging needs. Universal provision is the provision that is ordinarily available for all pupils. Targeted support is used when pupils would benefit from further, specific

interventions to support their learning, outside of what is ordinarily available. Specialist support involves working with other agencies where a specific need is supported.

Children with SEND 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 and discussed at termly pupil progress meetings. Where children are identified as not making progress in spite of Universal quality first teaching they are discussed with the SENDCo and a plan of action is agreed.
- At this point, the child may be placed on the informal SEN Monitoring List where the SENDCo will monitor academic attainment data and continue to discuss the child's learning with their class teacher.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 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:
 - o is significantly slower than that of their peers starting from the same baseline
 - o fails to match or better the child's previous rate of progress
 - o fails to close the attainment gap between the child and their chronological age
 - o Parents sometimes ask us to look more closely at their child's learning.
- 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.
- Class teachers will meet with parents and the SENDCo will also be in conversation with the parents if it is felt that the child would benefit from further targeted support by being placed at SEN Support on the SEND Register.
- An Individual Learning Plan (ILP) will be created in response to this with termly targets, these are sent home termly for parents.

Parents will be invited to contribute their opinions and ideas when planning for SEN support. The school recognises the unique knowledge and expertise that parents have about their children.

The Graduated Approach

Staff use the Graduated Approach of Assess, Plan, Do, Review which allows them to adapt learning and support pupils based on their individual, emerging needs.

Assess: At this stage, staff use a range of Assessment for Learning practices (daily questioning, lesson tasks and activities with feedback etc.) and Assessment of Learning practices (teacher assessment, tests etc.) to ascertain what the pupils' needs are. Teachers also use their experience and professional judgement to consider any barriers to learning the child may be experiencing and what needs their behaviour may be communicating.

Plan: Staff then plan accordingly to consider how learning can be adapted according to pupil need. This can be done through consultation within staff year teams, the SENDCo and SLT and potentially outside agencies to lean on expertise both internally and externally of the school community. **Do:** Staff then use adaptations and/or

additional targeted intervention programmes in line with the targets set out. **Review:** Staff review the progress made as a result of adaptations and consider if further support is needed. If this would benefit the pupil, then the cycle repeats again.

Support through intervention

The school offers a range of research-based interventions to support the progress of individual pupils.

These can include interventions to support pupils in narrowing the gap in learning between the pupil and their peers or to support a pupil's emotional and mental health and wellbeing. Interventions can be delivered within a targeted group or on an individual level. Children's progress in intervention is carefully monitored to ensure it is working for the pupil.

Coming off the SEND register

When a child is meeting age related expectations and is consistently achieving their targets, they will be removed from the SEND register and closely monitored by the school to ensure good progress is maintained. You will be notified through discussion with your child's class teacher and/or SENDCo.

Requesting an EHCP

If a child continues to present with significant additional needs despite the school having taken relevant and purposeful action or their needs present as complex, the school may request that the local authority assess the need for an Education Health and Care Plan (EHCP). The school will work closely with parents to prepare a submission to the local authority. The local authority alone grants the right to be assessed. The school are responsible for ensuring that the educational provision outlined in the plan is made. EHC Plans are reviewed annually. These are reviewed with the SENCo, the class teacher, parents/carers and any external professionals involved in supporting the child's provision. The views of the child are included in an age-appropriate way and help to inform the review. If a pupil makes sufficient progress an EHC Plan may be discontinued by the local authority.

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

If the application for an EHC Plan is successful, a SEND 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 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.

Working with External agents

Where the child has a higher level of need, and with parental permission, the school may need to seek advice from external agencies. Many external agencies have their own requirements to access involvement. The school uses the criteria set out by each external agent to access this.

These agencies may include:

Educational Psychology Service (EPS)

NHS Speech and Language Therapy Service (SALT)

Primary Behaviour Support (PBS)

Occupational therapist (OT)

Hampshire Inclusion Team

Hampshire SEND Service Specialist advisory teacher services

Special school outreach support

Social services

Supporting children with medical conditions:

The school has a policy for supporting medical needs which is available on the school website. Our staff have regular updates and training, on conditions and medication affecting individual children. Consequently, we are able to manage medical situations effectively. We also recognise that some children may also have needs which impact on their progress and attainment that are not SEN. These include:

- Disability exclusively (Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – this alone does not constitute SEN)
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
 - children affected by low attendance
 - children who are being monitored by the local authority through child protection or child in need plan.
- Being a Looked After/Post Looked After Child
- Being a child of a serviceman/woman

Adaptations to the curriculum

The teaching and Learning Environment North Baddesley Junior School is easily accessible, corridors are wide and there are two accessible toilets. 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. Please refer to the school's accessibility plan for further information on the learning environment

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, and any adaptations to trips would be discussed with parents.

Transition Arrangements

Transition into and within school

We understand how difficult it can be 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 transition 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. If Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition Partnership Agreements for Year 6 pupils are held in the Summer term of Year 6. The secondary school SENDCo will also be invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews.

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.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>

It is the information hub 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.

Hampshire SENDIASS is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) that aims to make a positive and lasting difference for children and young people with special educational needs and/or disability (SEND) and their parents and carers:

<https://www.hampshiresendiass.co.uk/>

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.

Managing and Storing information

The school holds a register of pupils in receipt of SEN support, this is generated using Arbor. Information relating to individuals such as external medical reports / educational psychologist's reports are uploaded to the secure school systems in individual pupil folders.

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).