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Policy for Special Educational Needs & Disability

Policy referenced in statutory guidance ([Gov.uk - Advice on statutory policies for schools](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/303643/Guidance_on_statutory_policies_for_schools.pdf))
Statutory guidance: DfE Special Educational Needs and Disability (SEND) Code of Practice April 2014
Review frequency: annual and as necessary

<i>Status</i>	<i>Date</i>
Last review	Nov 2018
Next review	Sept 2019

Our school believes that ALL children have the right to high quality education. We will encourage and teach every one of our children to become valued members of our school community irrespective of attainment, gender, disability, ethnicity, religious belief, culture or background.

Summary

This policy describes the way in which Chandag Junior School provides for children with Special Educational Needs and Disabilities (SEND); it explains how an inclusive environment is created and maintained within the school to ensure the progressive removal to barriers to learning and participation by children with SEND in mainstream education. It complies with the guidance contained in the *SEND Code of Practice (2014)*.

SEND Policy Objectives

- To define the SEND support measures to be implemented by Chandag Junior School and ensure that they are delivered in a professional and timely manner.
- To allocate appropriately trained staff to the roles of Special Educational Needs Co-ordinator (SENCO) and Inclusion Leader to take responsibility for implementing the requirements of this *SEND Policy*.
- To identify pupils who have special educational and additional needs at the earliest opportunity and provide the necessary support measures.
- To raise the aspirations and expectations for ALL pupils with SEND, value their contributions, promote their individuality and recognise their successes.
- To educate pupils with SEND alongside their peers, wherever possible, taking into account the wishes of the pupil and their parents/carers.
- To provide a broad, balanced and differentiated curriculum to allow all children to reach their full potential by stimulating their curiosity, interest and enjoyment in learning.
- To nominate a member of the Governing Body to oversee SEND activity within the school.
- To fully involve parents /carers in the identification, assessment and delivery of SEND support.

Definition of SEND

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or,
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

The following areas are not SEND but may impact on progress and attainment and these will be taken into consideration as part of our Inclusion Policy:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of a Pupil Premium grant
- Being a looked after child

SEND categories

The following four broad categories give an indication of the range of needs that we plan for:

- **Communication and Interaction** such as speech and language difficulties or Autism Spectrum Disorder (ASD)
- **Cognition and Learning** including moderate to severe learning difficulties and specific learning difficulties that encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia
- **Social, Emotional and Mental Health difficulties** including Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorders.
- **Sensory and/or Physical needs** such as visual, hearing or multi-sensory impairment.

SEND Identification and initial Support Measures

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Therefore class teachers are primarily responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Every child is formally assessed up to six times per year in reading comprehension, writing and mathematics. These evaluations, together with a range of informal assessments, are used to inform the school's tracking and monitoring system.
- In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupils' progress, alongside national data and expectations of progress. For higher levels of need, specialised assessments will be requested from external agencies and professionals.
- This information gathering will include an early discussion with the pupil and their parents/carers. During the discussion the needs of the pupil will be assessed by considering the needs of the whole child and not just their special educational needs – see the school's One Page Profile (*Appendix 1*)
- In determining the nature of support needed, the expected progress and attainment/desired outcomes will be considered as well as the views and wishes of

parents/carers. This information will be recorded by the school and a copy given to the parents/carers.

- The school adopts a graduated approach to the provision of SEN Support consisting of four phases - assessment, planning, implementation and review/recording. This method provides a living support plan which records exactly what needs have been identified, what support is effective, the clear outcomes to be achieved within an agreed time frame and who is responsible for maintaining and updating the plan.
- Whatever level of support is provided, a clear date for reviewing progress will be agreed and the school will ensure that the parent/carers, pupil and teaching staff are clear about how they will help the pupil reach the expected outcomes.
- An Individual Education/Support Plan or Group Provision Map (*Appendix 2*) will be provided as appropriate. Completion of these will mean that the pupil will be placed on the school's SEN Support Record.

Managing pupils' needs

- All pupils receiving SEN support are monitored by their class teacher and support staff using the school's assessment procedures (*Assessment Policy*) as well as additional formal or informal evaluations relevant to their individual programme. This information is used to review their progress and adjust the support needed to meet their individual needs.
- If, after a specified time, intervention does not prove effective the SENCO will, in conjunction with parents/carers, involve specialist external agencies to provide further advice, information and/or assessments. Reference will be made to the Local Authority's 'Local Offer of SEND Support' e.g. educational psychologists, occupational therapists etc. to determine the type of provision or intervention that is appropriate.
- If a child has not made expected progress, despite the school having taken relevant and purposeful action, the SENDCO, in conjunction with parents/carers, may submit a request to the Local Authority for an Education, Health and Care (EHC) assessment. The school will work in accordance with the LA guidelines to ensure that the appropriate evidence is made available to inform the decision by the LA.
- If a child with SEND reaches the desired outcomes the school will, in agreement with parents/carers, decide whether the child should be removed from the SEN Support Record.

Supporting pupils and families

- The school website provides information for parents/carers with concerns about SEND and also guides them towards the Local Offer for SEND by the Local Authority. A number of external agencies and support services for families are also listed on our website as part of the school's SEND Local Offer.
- For those children with SEND, special access arrangements can be made during assessments, including the Year 6 KS2 statutory assessments. The class teacher will consider the needs of the child and may be able to either amend the length of time taken for such formal assessments or provide a scribe. The support provided will depend on the child's needs and wishes. The Year 6 SAT access arrangements will be coordinated by the Inclusion Leader who will apply the guidelines set out annually by the Department for Education. Parents/Carers who are unsure of their child's eligibility should contact the school.

Reporting to parents

Progress of children receiving SEN Support will be shared with parents/carers and with the child concerned; there will be full involvement in planning and agreeing future action. Opportunities for sharing information with parents/carers and discussing a child's progress are as follows:

- Parent evenings for discussion with class teachers and SENCO.
- A written Annual Report sent to Parents/Carers in July each year.
- Appointments to see the class teacher, SENDCO and Head Teacher at any time, by contacting the school office.

Admission and transition arrangements

- Chandag Junior School seeks to promote a policy of 'Inclusion' and will endeavour to admit all the pupils that can be supported within its provision of education. Admission will never be refused purely because a child has SEND.
- Admission of a child with an EHC Plan is referred to the school Governors for a decision, as required by the Code of Practice (2014).
- The Head Teacher and SENCO are jointly involved with the admission process of all other pupils on the SEN register.
- Year 2 children will start visiting Chandag Junior School during Term 5 to begin their transition process. At this time, support will be given to any children with SEND including the provision of a 'reading buddy'.
- In Term 6, prior to the transfer into Year 3, the SENDCO and Head Teacher will liaise with our infant feeder schools to receive information concerning children who may need support. If required, parents/carers and support agencies may be contacted for additional information.
- Also in Term 6, the Year 6 class teachers, SENCO and Head Teacher will liaise with any secondary school chosen by our Year 6 pupils on the SEN register to prepare for their transfer into Year 7.
- At the start of the following school year in Term 1, the first staff meeting provides an opportunity for teaching staff to discuss their new class and jointly plan for any SEN requirements. All Year 3 pupils are assessed in line with the school's assessment policy and the outcomes are used to identify any initial intervention and/or SEN support that may be required.

Supporting pupils at school with medical conditions

- The school recognises that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the *Equality Act (2010)*.
- Some SEND pupils may have an EHC Plan which brings together health and social care needs as well as their SEN provision; the school will comply with the *SEND Code of Practice (2014)*.
- The school supports pupils with medical conditions in accordance with the new Department for Education guidelines – *Supporting Pupils at School with Medical Conditions (2014)*.

Monitoring and Evaluation of SEND

It is the school's practice to regularly and carefully monitor and evaluate the quality and provision we offer all pupils. We do this as follows:

- Parent questionnaires
- Pupils Attitude to Self and School audit (PASS)
- Staff self-reviews leading to further staff development and the teacher appraisal process
- Governor Subject Link Meetings
- Use of the School Council

Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

- SEND is funded as part of the school's allocated overall budget through the local funding formula. Within the overall budget there is a 'notional SEN budget'; this amount is not ring-fenced, and appropriate, high quality levels of support are funded from the whole budget.
- The Local Authority provides additional funding for children with an EHC Plan. The parents of such children have the right to request a personal budget, which may contain elements of education, social care and health funding.
- Staff training needs are identified as part of the appraisal process as well as by staff audits. The necessary training and development is then provided either within the school or externally, on a group or individual basis.

Roles and Responsibilities

Governors

- The Governing Body will identify a named governor responsible for overseeing the provision of SEND within the school and for evaluating how effectively the school is implementing its SEND policy.
- This governor will meet with the SENDCO/Inclusion Leader three times a year to review the SEN provision and report back to the Governing Body.
- The Governing Body and the SENDCO will jointly produce the school's SEND policy and the SEND school information pack that is part of the Local Offer from BANES.

SENDCO

The SENDCO will:

- Define the strategic development of SEND policy and ensure its implementation within the school, in conjunction with the Head teacher and Governing Body.
- On a day-to-day basis, supervise and coordinate the specific provisions made to support individual pupils with SEND, including those who have EHC plans. This will include management of the SEND Teaching Assistants.
- Provide professional guidance to colleagues and work closely with staff, parents/carers and other agencies.
- Act as a focal point for liaison with external agencies, especially the Local Authority and its support services.
- Maintain an awareness of the provision in the Local Offer and work with other

professionals and with parents/carers to ensure that pupils with SEND receive appropriate support and high quality teaching.

- Work with the Head Teacher and Governors to ensure that the school meets its responsibilities under the *Equality Act (2010)* with regard to reasonable adjustments and access arrangements.
- Liaise with other education providers to ensure that a pupil and their Parents/Carers are fully informed about options and a smooth transition between schools can be planned.
- Ensure that all school records concerning SEND children are properly maintained and kept up to date.

Inclusion Leader

The Inclusion Leader will (according to the school's inclusion framework document):

- Identify those pupils not on SEND Support but who nevertheless require some form of intervention and ensure that appropriate provision is made available.
- Track and monitor the progress of children receiving intervention support.
- Manage school funding associated with the Pupil Premium Grant (PPG) and Looked After Children (LAC).

Class Teachers

All class teachers will:

- Provide a high quality, differentiated curriculum for ALL pupils in their class.
- Identify those SEND children for whom the standard curriculum is insufficient or inappropriate.
- Discuss SEND children's needs with parents, SENDCO and/or Inclusion Leader, as appropriate.
- Take primary responsibility for developing, implementing and monitoring a pupil's support plan. Any changes to support plans to set new outcomes will be discussed with Parents/Carers prior to submitting proposals for agreement by the SENDCO.
- Ensure that the SENDCO and Inclusion Leader are updated on any changes to SEND children's needs or circumstances.
- Undertake appropriate SEND training when required to do so by the school..

SEN Teaching Assistants (TA)

TAs with SEND responsibilities will:

- Provide support for individuals or groups of SEND pupils as defined by the class teacher, SENDCO or Inclusion Leader.
- Constantly monitor the progress and achievement of SEND children and immediately bring any concerns to the attention of the class teacher, who may then refer the matter to the SENDCO or Inclusion Leader.
- Undertake appropriate SEND training when required to do so by the school.

Storing and Managing information

- The school will ensure that all SEN information is recorded accurately and kept up-to-date.

- SEND information is normally treated as ‘confidential’ and is stored securely in accordance with school policy (*Data Protection Policy*).
- Individual support plans will be made available to the appropriate school staff and the respective Parents/Carers.

Reviewing the SEND Policy

- It is the responsibility of the school’s Curriculum, Standards and Wellbeing (CSW) committee to maintain and update the policy.
- As a minimum, the policy will be reviewed annually on a date agreed by the CSW committee. Exceptionally, amendments may be proposed at any time to reflect changes to SEND implementation within the school or to revisions in strategy e.g. changes to the *Code of Practice (2014)*.
- The Chair of the CSW committee will inform the Governing Body of any changes.

Accessibility

See separate Accessibility Arrangements plan.

Complaints

Concerns about how this policy is implemented should be addressed to the Head Teacher, who may then raise the matter with the SEND Governor and SENDCO.

All other complaints will be dealt with in accordance with the school’s current *Complaints Policy*.

Key Contacts

Head Teacher:	Mr Tim Dunning
SENCo & Inclusion Leader:	Mrs Jo Savory (Deputy Head)
Nominated Governor:	Mrs Hazel Price

All contact with the above personnel should be via the School Office on: 0117 986 3614

Linked Policies:

A number of school policies provide supporting information and can be read in conjunction with this document.

Policies are available on the CJS and WMAT websites:

<https://www.chandagjuniorschool.org.uk/about-us/#policies>

<https://www.wellswaymat.com/about-us/#policies-and-procedures>

This policy is available on the school’s website and can be provided as a paper copy, on request.

[End of Policy for Special Educational Needs & Disability, and Inclusion]