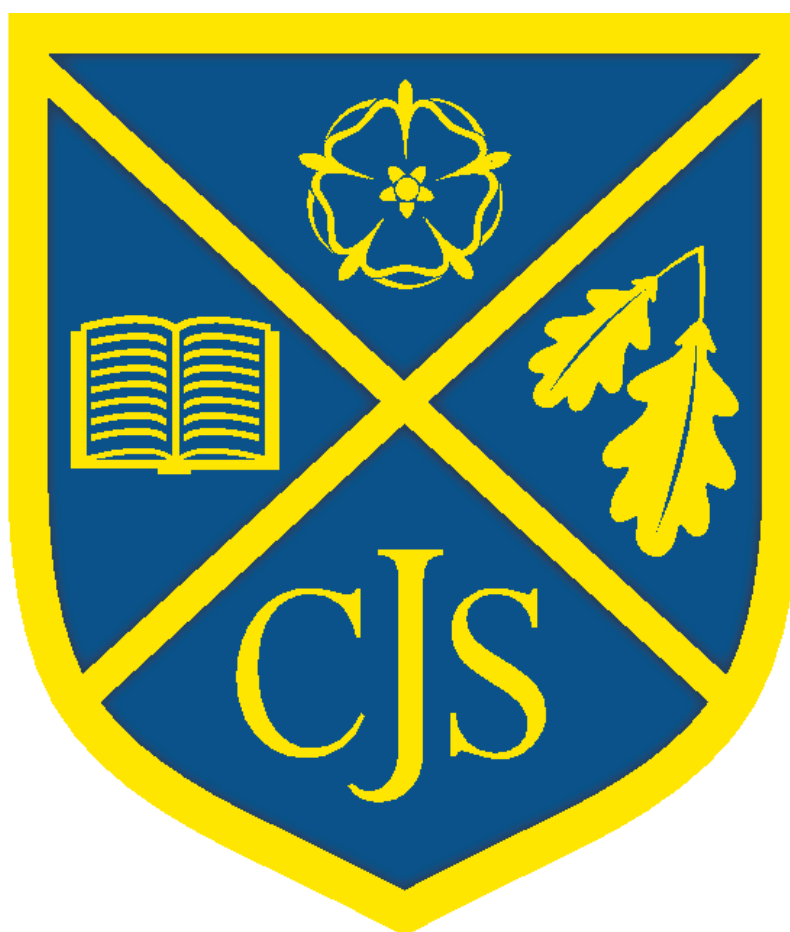


Clanfield Junior School



Special Educational Needs and Disabilities (SEND) Policy

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Special Education Needs and Disabilities Governor	Sue Crowley
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Introduction

At Clanfield Junior School, our vision is, 'For every child to feel safe, happy and grow both personally and academically through the strong relationships within our school community and beyond'. Children and adults are supported to be the best that they can be across the school and within the community. We are committed to creating a culture where aspiration and expectation is high and where a 'can do' mindset permeates the environment, communications and behaviours of all.

We recognise special educational needs and/or disabilities (SEND) as a difference in need. We aim to meet children's needs positively through high-quality inclusive teaching, reasonable adjustments and additional provision where appropriate.

This document outlines the principles which guide our approach to special educational needs and disabilities, in line with the Department for Education Special Educational Needs and Disability Code of Practice, 0-25 years (2015)¹.

Our objectives

1. To identify children with special educational needs and additional needs at the earliest possible opportunity so that appropriate support may be provided.
2. To ensure high-quality provision, which meets diverse needs and diminishes barriers to participation and engagement.
3. To operate a "whole child, whole school" approach to the management and provision of support for special educational needs.
4. To work in partnership with families and enable parents/carers to be involved in the special provision for their children.
5. To work in partnership with appropriate specialists and external agencies.
6. To support teaching staff in their role as teachers of children with special educational needs and additional needs.
7. To work within the guidance provided in the SEND Code of Practice, 2015.

Identifying Special Educational Needs and Disabilities

At Clanfield Junior School, we identify the needs of pupils by considering the whole child, which will include more than the special educational needs of the child. This allows us to plan actions the school needs to take so that the child receives an education that will enable them to maximise opportunity and success in learning and life, irrespective of need, prior attainment, background or circumstance.

A child may have special educational needs and/or disabilities if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age.
- Have a physical disability or sensory impairment which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age in schools within the area of the local education authority.
- Have social, emotional or mental health difficulties that significantly hinder the child from accessing learning and/or the school environment.

Differences in need may occur in one or more of the following areas of development:

- Communication, Language and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

Children are not identified as having a learning difficulty solely because of a difference of language between a child's home and school. If a child's first language is not English, this may be a factor in any underperformance, slow progress or challenging behaviours; they may not have a special need but be experiencing language barriers. We work in partnership with the Ethnic Minority and Traveller Achievement Service for the identification and assessment of need for children where language may be a barrier.

A Graduated Approach to SEND Support

At Clanfield Junior School, we follow a graduated approach to ways in which needs may be met, starting with Ordinarily Available Provision. This encompasses the everyday high-quality inclusive teaching and reasonable adjustments available to all pupils in the classroom.

Where a child fails to make progress following this support, the SENCO will then work with the teacher to suggest additional support and provisions, still utilising Ordinarily Available Provision, in an attempt to further identify the specific needs and provisions required.

Following a further cycle of review, an assessment will be made as to whether the child has made progress from their starting point and thus the provisions in place have been effective. If this is not the case then the decision may be made to place the child on the SEN Register and for interventions 'additional to and different from' those available to the majority of children to be put in place.

When a child is placed on the SEN Register, the class teacher, along with the SENDCo will generate a SEND Support Plan (SSP). This contains the following:

- Pupil Profile: Includes the child's strengths, interests, and areas of need.
- Targets: Clear, measurable targets for the child to work towards.
- Provision: Specific strategies, interventions, and resources that will be used to support
- Specialist interventions delivered by school staff or external services

Progress is regularly reviewed by class teachers against the specified targets. These targets and the progress made are shared with parents at termly SEN Support Plan meetings.

If, following these interventions, a child is considered to require further support, it may be necessary for the school, in consultation with the parents/carers and external agencies already involved, to consider whether an Education Health Care Plan (EHCP) may be appropriate. If a request for an EHCP assessment is made, the school will provide the Local Authority with documentation in relation to the child's special educational needs and any action taken to meet those needs.

As described above, at each level of support: universal, SEND Support and EHCP, we apply the ASSESS-PLAN-DO-REVIEW model, as laid down in the SEND Code of Practice 0-25 (2015) guidelines, in collaboration with parents/carers and the child.

Supporting Pupils and Families

At Clanfield Junior School we believe that children with SEND often have a unique knowledge of their own needs and their own views about what sort of help they would like to make the most of their education. All children need help to learn to make choices, have opinions, identify goals and make considered decisions. Additional efforts are made to ensure that the voice of children with SEND is sought and heard and this is part of the process of teaching and supporting them all year round. These are skills we want children to acquire to help them move towards adulthood and be able to live more independent lives as adults.

We aim to form a strong, collaborative partnership with parents/carers. This may be, for example, through regular conversations about a child's progress and a two-way understanding of the context of the child's life and experiences, both at home and at school. Parents/carers know their child in a way that as a school, we do not and cannot; they see them in different situations and with different people, across a range of relationships. Their views and insights are invaluable to the identification/assess/plan/do/review process.

Both parents/carers and the school want the very best for their child. Sometimes parents/carers, teachers and others may have differing views about how a child's needs are best met and indeed whether those needs are additional or identified as SEND. These different perspectives can be very helpful in gaining a full understanding of a child's needs, strengths and behaviours, and of the various support strategies that may be helpful to them. The perceptions of a child's needs may be very different in different contexts but each context is of equal importance.

More information about our provision for children with special educational needs and/or disabilities can be found in the SEND Information Report on our website. The report includes a link to Hampshire's Local Offer which provides information on the services available in our area for children and young people from birth to 25 who have special educational needs and/or disabilities.

Supporting Pupils at School with Medical Conditions

We welcome our duties under the Equality Act 2010. We believe that pupils at school with medical conditions and/or disabilities should be properly supported so that they have full access to education, including school trips and physical education.

Each child's needs and the action the school needs to take is assessed on an individual basis. Some children may need an Individual Healthcare Plan, in particular where conditions fluctuate or where there is a high risk that emergency intervention will be needed. Healthcare plans are likely to be helpful where medical conditions are long term and complex. A healthcare plan (and its review) may be initiated in consultation with the parent/carer, by a member of school staff or by a healthcare professional involved in providing care to the child.

More information about how we support children with medical needs can be found in our 'Supporting Pupils with Medical Needs' policy on our website.

Training and Resources

Professional development needs relating to effective provision for children with SEND are identified by the Special Education Needs and/or disabilities Co-ordinator (SENDCo) in consultation with staff. Additional resources are provided to meet differences in needs.

Roles and Responsibilities

Meeting the needs of children and embracing and celebrating differences in need, is everyone's responsibility in our school, with some specific responsibilities being defined and assigned to particular roles.

The Special Educational Needs and Disabilities Governor

The governing body ensures adherence to the SEND Code of Practice, 2015, and promotes best practice in respect of SEND. The Governing body has an important strategic monitoring and evaluating role to play in respect of budgetary decisions, the quality of provision and the broad educational outcomes for those with SEND. As representative of the Governing Body, the SEND Governor works in close contact with the Headteacher and the SENDCo.

Headteacher

The headteacher leads on the culture within our school; setting the standard and modelling the expectation of inclusivity and meeting the needs of all children. The headteacher has overall strategic oversight of the effective and consistent implementation of the SEND policy across the school.

SENDCo

The SEND Co-ordinator, also referred to as SENDCo, co-ordinates the provision for children with special educational needs and/or disabilities. The SENDCo provides leadership and professional guidance to colleagues, working closely with colleagues, parents/carers and partner agencies, in the best interests of children with special educational needs and/or disabilities.

Teaching Staff

Universal, high-quality teaching is the first step in responding to children who have or may have SEND. All teachers are teachers of children with special educational needs and/or disabilities. Teaching Assistants work alongside teachers to meet the needs of children.

Admission Arrangements

Our Admissions Policy corresponds to Hampshire's Policy and is available to view on our school website. Copies are also available from the school office.

Arrangements for transfer and moving schools

The SENDCo aims to ensure, with the assistance of the class teacher, that all information about children on the SEND register is transferred smoothly and within days of the child ceasing to be registered at the school.

The SENDCo will request a Transition Partnership Agreement meeting with parents and staff for Year 6 pupils with an EHCP transferring to secondary school. Some children who have SEND Support may also benefit from a Transition Partnership Agreement meeting and this will be discussed with parents. The SENDCo will discuss all Year 6 children on the SEND register with the SENDCo and/or SEND support staff at the secondary schools prior to transfer.

The SENDCo will meet with the SENDCo and/or SEND support staff at the infant schools prior to Year 2 children transfer. Where offered by the infant school, the SENDCo will attend Transition Partnership Agreement meetings at the infant school.

Parents of children with SEND needs who are considering transferring to Clanfield Junior School can contact the SENDCo to discuss their child's needs at sencoenquiry@clanfield.hants.sch.uk.

Procedures for Complaints and Concerns

If a parent/carer is unsure or concerned about any aspect of their child's SEND provision, they are encouraged to raise their concerns with their child's teacher or the SENDCo. If parents are not entirely satisfied with the outcome offered by staff, they may follow the school's complaints procedure. The Complaints Policy and Complaints Procedure can be found on our website and are available from the school office.

Evaluating Success

The following criteria are considered and shared with the Governors when evaluating the success of the provision for children with special educational needs and/or disabilities.

- Evidence of children's progress through half termly targets and reviews, assessment cycles and learning outcomes.
- Pastoral development, including that relating to behaviour, of children with social, emotional and mental health needs.
- The numbers of children on, and changes to, the SEND register.
- Attendance and suspensions.
- Consultations with parents and children.
- Variation for SEND provision outlined on teachers' planning.
- Compliance with the statutory requirements of the SEND Code of Practice, 2015.

This policy will be kept under review by the SEND Governor, the Head Teacher and the SENDCo. It is formally reviewed annually with the school Governing Body.

Reference

1. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>