



Abbots Farm Junior School

SEND Policy 2019-2020

Introduction:

At Abbots Farm Junior School, we have adopted the motto 'Learners for Life, Farmers Forever', which incorporates our 4 key values. Our aim is to provide all children with opportunities to be *reflective*, *resilient* and *ambitious* in their learning as well as to maintain a *healthy body and mind* in their approach to their work. We look to promote their spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life. All children, regardless of race, creed, culture, sex or disability will be treated equally in every aspect of school life and educated within the resources of the school.

This policy complies with the statutory requirements laid out in the new SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Children and Families Act (2014)
- The Equality Act (2010)
- Special Educational Needs and Disability Regulations (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2015)
- The National Curriculum in England KS1 & 2 framework (2013)
- Teachers Standards (Updated 2013)
- Accessibility Plan (School)
- Safeguarding Policy (School)
- Relationship and Behaviour Policy

Abbots Farm Junior School provides a broad and balanced curriculum for all children. Every teacher is a teacher of every child or young person including those with Special Educational Needs and/or Disabilities (SEND). We do however recognise that some children cannot achieve in line with age expectations or have Special Educational Needs and Disabilities beyond those of their peers. A child will be identified as having special educational needs if there is need for:

- Provision to be different to or in addition to that normally available to pupils of the same age;
- Or particular attention made to the social and/or emotional climate in which the child's education is taking place;
- Or, there are issues with accessibility for a pupil, which prevent or hinder the use of facilities generally available in school.

Although all staff have responsibility for SEN under the direction of the Head teacher, Joss Andrews, the Behaviour, Welfare and Inclusion team consists of Karl Robinson (Assistant Headteacher), Lauren Tate (SENCO), Miranda Barker (from the Specialist Teacher Service), Mrs L Bell (our SEND governor) and Poppy Azad (Pastoral Co-ordinator) lead the implementation and evaluation of provision for our vulnerable learners.

If a parent has any concerns about their child, they can contact their Class Teacher or SENCO using the school's communication flowchart.

The SEND Policy was co-produced through consultation with the SEND Governor, externally with Specialist Teacher Service, internally with staff and with a SEND parent forum with pupil's views included. This policy is reviewed annually.

Aims:

The aims of this policy are:

1. To raise the aspirations and expectations for all pupils with SEND
 - to successfully implement the principles, procedures and practices recommended in the Code of Practice
2. To be fully inclusive by identifying and removing barriers for all children to enhance their presence, participation and achievement in school
 - to ensure implementation of local guidelines on SEND and inclusion
 - to promote a fully inclusive whole school ethos
 - to identify the roles and responsibilities of staff in providing for children's special educational needs
 - to provide guidance for all staff on working with special educational needs pupils
3. To prepare pupils for the next phase of education and life long learning
 - to ensure early identification, sharing of information and personalised planning

Identifying Special Educational Needs:

Children who need extra help can be identified in many different ways. These include

- Liaison with previous schools, where needs have already been identified.
- Parents and Carers concerns
- Through tracking and observations by class teachers
- In-house learning assessments or observations by the SEND team

The Code of Practice describes four broad areas of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

It is important to note that the purpose of identification is to work out what actions as a school we need to take, when considering the needs of the whole child and not to fit a pupil into a category.

As early identification is vital, class teachers have an important role to play in identifying pupils who are making less than expected progress in their learning and less than expected performance in their class assessments.

According to the Code of Practice, less than expected progress is:

- Making significantly slower progress than that of their peers starting from the same baseline;
- Failing to match or better the child's previous rates of progress;
- The attainment gap between the child and their peers widens rather than closes;

It is also important to note that other factors that are not related to SEN can have an impact on a child's progress and attainment, these include: disability, attendance and punctuality, health and welfare, English as an additional language, being a Child Looked After or circumstances brought about by being the child of a Serviceman/woman.

A Graduated Approach to SEN Support:

According to the Code of Practice, we operate a Graduated Approach to assessing and providing for a child's special educational needs: identification, removing barriers to learning and ensuring effective

provision using a four-part cycle of assess, plan, do and review. There is now one single category of SEN - SEN Support replacing the previous School Action and School Action Plus categories.

Class Teachers and the SENCO track, monitor and review pupils with SEN termly at Pupil Progress Meetings. Parents and Carers of children on the SEN register are invited to meet the SENCO and Class teacher to review their child's progress each term and discuss next steps.

The first step in our graduated response to pupils who have or may have SEN at Abbots Farm Junior School is that all of our teachers provide high quality teaching for all children, with differentiation for individual pupils in each class and targeted teaching in areas of weakness. Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

If a pupil continues to make significantly slower progress than that of their peers starting from the same baseline, is unable to match or better their previous rate of progress or is unable to close the attainment gap between the child and their peers, the SEN team would become involved in assessing the pupil further and concerns would be raised with parents and carers. For pupils with higher levels of need, the SENCO would consult parents and carers before involving external agencies and professionals for further support and guidance.

A child may be considered to have a special educational need when the provision is different to or in addition to that normally available to pupils of the same age. Extra provision can be in the form of a short intervention in a small group or on an individual basis. The Class teacher, in consultation with the SLT, SENCO and SEN team including LSAs, would set up extra provision which follow the Graduated Approach cycle.

After two terms with carefully assessed, planned and reviewed additional provision, if a child continued to not make appropriate progress and the attainment gap between the pupil and their peers widened further, an Educational Health Care Plan (EHCP) assessment from the Local Authority would be considered after consultation with parents and carers and other stakeholders.

Managing pupils needs on the SEND register:

At the heart of our schools' inclusive ethos is a belief that all children should receive Quality First Teaching in the classroom when possible. At Abbots Farm Junior School, we provide a broad and balanced curriculum for all children. Lessons are differentiated to meet the needs of all pupils with reasonable adjustments being made to the delivery of the teaching approach and resources used.

Pupils with SEN are also included in interventions outside of the classroom, in small groups or on a one-to-one basis with the teachers or LSAs. Class Teachers plan interventions at the start of a term, record them on the school's provision map as well as on pupils' Individual Education Plans (IEPs). Interventions are delivered during the term for a set period of time (usually 6-10 weeks) before being reviewed at the end of term in Pupil Progress Meetings and in review meetings with parents/carers and pupils. The SEN team support and advise Class Teachers with setting targets and organising interventions.

Children on the SEND register have an IEP. This allows the provision for children with SEN to be reviewed and for the impact of additional support to be measured termly with pupils, parents/carers, teacher and the SENCO. It is the SENCO's responsibility to ensure that targets on IEP's are up-to-date, reviewed termly and accurate records are kept.

The level of provision also follows a graduated approach with pupils with EHC plans receiving the highest level of support. If as a school, we were unable to meet the needs of an individual child, we would seek advice from outside agencies and where necessary provide a 'Costed IEP' to the Local Authority to apply for extra funding from the Higher Needs Block. For pupils with EHC plans, annual reviews take place with pupils, parents, representatives from school and the LEA.

Criteria for exiting the SEN Register:

If a child no longer requires additional or different provision from their peers and their needs are being met within the classroom, they do not require to be on the SEN register. If a pupil's attainment is in-line with national age related expectations and the child is continuing to make expected or accelerated progress, with consultation with parents / carers, a child can be removed from the SEN register.

Supporting pupils and families:

Parents and carers can find out more about the Local Authority's offer to SEND provision for pupils in Warwickshire here: <http://www.warwickshire.gov.uk/sendeducation>

Abbots Farm's contribution to the Local offer is stated in our SEN Information Report, which can be found on our website.

As a school, we regularly communicate, collaborate and subscribe to outside agencies such as:

- The Educational Psychology service
- The Specialist Teaching Service (STS)
- The Integrated Disability Service (IDS)
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse (COMPASS)

We also can access a range of voluntary organisations through an Early Help Officer when an Early Help Single Assessment. An Early Help Assessment is a way of gathering information about children with their family and using it to help decide what type of support is needed to help a family. People from different organisations will talk to one another, share information with your consent and work together with you to help to support you and your children.

The SENCO also signposts parents to Parent Partnership and other family support groups when appropriate.

Admission arrangements

Admission arrangements can be found on our website along with our Admissions policy. We offer an extensive transition programme, explained in detail within our SEN Information report, for children moving from Key Stage 1 to Key Stage 2, with good links to our main feeder school, Abbots Farm Infant School. Children with an EHC plan also have additional support from outside agencies during transition and we endeavour to contact and meet with parents to discuss the needs of their child prior to transition.

When a pupil with SEN transfers to a new school or Secondary school, it is good practice to pass on all relevant documents containing advice and support on a child and to make contact with the new school's SENCO.

Transition between year groups are organised in-house when necessary between SENCO and Class Teachers, dependant on the needs of the child. These could include transition booklets, extra visits and photographs to name a few.

Children with SEN can require extra provision or different provision to access exams and assessments in school. Class Teachers use a wide range of methods to remove barriers when pupil take part in formal examinations or informal assessments in class and will support pupils with SEN by allowing extra time, providing a reader or a scribe or moving to a more appropriate environment when deemed necessary.

Supporting pupils at school with medical conditions:

The Governors and staff of Abbots Farm Junior School accept that pupils with medical needs should be assisted if at all possible and that they have a right to the full education available to other pupils, including access to school trips and physical education. We believe that pupils with medical needs should be enabled to have full attendance and receive necessary proper care and support. Some pupils with medical needs may also have special educational needs (SEND) and may have an EHC plan, which addresses health and social care needs as well as SEND provision. Abbots Farm Junior School fully complies with its duties under the Equality Act (2010). Parents can consult the Medical Conditions Policy for more information on our school website.

Monitoring and evaluating of SEND:

The SENCO, Senior Leadership team and teaching assistant responsible for SEND monitor the progress of all SEN children in school. The Senior Leadership team hold termly Pupil Progress Meetings with Class Teachers to monitor whole school provision for all children and review the progress of all pupils including those with SEND.

All interventions are mapped on a provision map where measurement of impact is measured according to their progress made from their Key Stage 1 results, whatever their starting point. At Abbots Farm Junior School, we are always striving to narrow the gap for children with SEND and have high expectations of their progress with an expectation that most pupils with SEND should make the same or better progress than their peers.

The SEND Governor meets termly with the team to keep informed and review the work of the school in this area. The SENCO has responsibility for ensuring that all parts of this policy are carried out.

Training and resources:

Each year, we have a planned programme of professional development to extend and enhance our knowledge of variety of different areas related to SEND. In previous years, we have received training on Emotion Coaching, pupils on the Autistic Spectrum, supporting children with SEMH needs, Attachment, Selective Mutism as well as Nurture Provision. The training needs of our staff depend on the individual and varying needs of our current cohorts of children. The SENCO attends termly STS SENCO network meetings to keep informed with local and national updates in SEND.

As part of our schools Induction process and the yearly transfer of pupils to new Class Teachers, teachers and support staff informally meet with the SENCO to discuss the needs of individual pupils. The SENCO supports Class Teachers by explaining systems and structures in place alongside sharing the SEND policy.

Roles and responsibilities:

The role of the governing body:

The governing body and the SEN named governor in particular has a specific responsibility for Monitoring and Evaluating the SEN provision in school. Overall, the governing body has a responsibility to:

- Decide and review the schools SEN policy annually and approach to meeting the needs of pupils with SEN;
- Do it's best to ensure that the necessary provision is made for any pupil with SEN;
- Ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have SEN;
- Ensure the inclusion of pupils with SEN children in all aspects of school life;
- Have regard for the 2014 Code of Practice when carrying out its duties;
- Meet termly with the SEND team to keep up-to-date on practices in school;

Our Designated Teacher for Safeguarding and Pupil Premium is Joss Andrews.

Our Designated Teacher for Children Looked After is Lauren Tate.

Storing and Managing information:

At Abbots Farm Junior School, we store and manage information in line with GDPR and our Confidentiality Policy. All records are stored in a locked filing cabinet and are only accessible by relevant members of staff.

Reviewing the policy:

The SEND policy is reviewed annually with all stakeholders consulted.

Accessibility:

Teachers differentiate their lessons to match the needs of the children in their class. As a school, we make reasonable adjustments to the learning environment and provide a multi-sensory curriculum to cater for a range of learning styles, including visual, auditory and kinaesthetic learners.

When appropriate, children are grouped into ability for certain subjects, such as phonics, spellings and reading. Teachers carefully consider their seating plans in the classroom and use a wide range of technology to support learning, including laptops, I-pads, talking tins and learning websites. There are several areas of school, which serve as extra space for intervention groups and there is a Quiet room and The Barn for one-to-one support, assessments or as low arousal workstations. Moving around Abbots Farm Junior School, there are clear signs and we use Communication in Print symbols to support pupils with communication difficulties.

At Abbots Farm Junior School, we feel it is important for all children to participate in activities outside of the classroom and on school trips. When appropriate, information regarding children's individual needs is shared with club providers to ensure extra-curricular activities are positive, secure and supportive opportunities. We follow all guidance and carry out individual risk assessments when necessary to plan for and support pupils. These plans may include adult support on a one-to-one or in a small group. We also encourage pupils with SEN to participate in before and after school clubs.

Abbots Farm Junior School's Accessibility Policy on our school website ensures that disabled pupils can fully participate in the school curriculum. We feel that our school makes every child feel welcome; values all pupils equally; has high expectations of all pupils and removes all barriers to learning and participation.

Bullying:

Bullying can happen in any school. At Abbots Farm Junior School, it is extremely rare. We have Anti-Bullying principles and roles in place to ensure that bullying is quickly stopped (See Relationship and Behaviour Policy).

We aim to ensure that our school is a safe and secure environment where everyone can learn without anxiety. Bullying is wrong and damages children's social and/or emotional health. We therefore do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which bullying is regarded as unacceptable.

All children take part in Personal Social and Health Education as well as annually receiving E-safety training which includes guidance on Cyber-bullying. Each year, all pupils take part in the Taking Care project, where they learn how to keep themselves safe in a variety of situations. As a school, we take part in Anti-Bullying week and address some of these issues in assembly and in class. For more specific concerns, interventions including: friendship groups, Circle of Friends, anger management and other social skills activities have been used in small groups or on a one-to-one basis.

Dealing with complaints:

Abbots Farm Junior School have a Complaints procedure policy, which can be found on the school website. If a parent believes that they have a complaint about the way a special educational needs

issue has been handled, this should be raised with the SENCO in the first instance. The next step would be to refer the issue to the Governing body to investigate further.

Appendices:

- SEN Information Report:
- Local Offer: Behaviour and Discipline Policy:
- Complaints Procedure Policy:
- Admission Policy:
- Accessibility Policy:
- Medical Conditions Policy:

Date reviewed: September 2019 (by J. Andrews and L. Tate)

Date of Next review: September 2020