



Special Educational Needs Policy Hamstel Junior School

Excellence in Everything

Compiled by	Anita Vosper
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Hamstel Junior School

Special Educational Needs Policy

Definitions of special educational needs (SEN) and disability (D) taken from the Special educational needs and disability code of practice: 0 to 25 years (2015)

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 him or her.

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 schools or mainstream post-16 institutions.

For children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Mission statement

Excellence in Everything!

At Hamstel Junior School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes access to the National Curriculum in line with the Special Educational Needs Code of Practice. We aim to identify and assess pupils with SEND as early as possible and to fully involve pupils, parents and staff in the identification, assessment and delivery of SEND. At Hamstel Junior School we strive to meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources. This policy details how Hamstel Junior School will do its best to ensure the necessary provision is made for any pupil who has special educational needs or disability.

Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Early Help Family Support) Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service EWMHS etc.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school performances, sports teams and Anti-Bullying Ambassadors in the playground.

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Farrell (Headteacher)
- The staff co-ordinating the day-to-day provision of education for pupils with SEND is Ms Vosper (Assistant Head for Inclusion and SEND)

The Trustee with responsibility for SEND

- Help to raise awareness of SEND issues at Portico Academy Trustee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the trustee board on this
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school
- Monitor the school's annual developments and action through the schools Academy Improvement Plan
- Consider reports from the school's SENCo on provision, progress and attainment of the SEND children

Arrangements for co-ordinating SEND provision

The Assistant Head for Inclusion will hold details of all SEND records for individual pupils. All staff can access;

- The Hamstel Junior School SEND policy
- A copy of the full SEND Register
- Guidance on the identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including targets set and copies of their Personal One Page Profile (POPP), EHC plans etc.
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information available through Southend's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the schools' SEND provision.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans and those without.

Please refer to the information contained in our school prospectus and the school website.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

The Code of Practice identifies four main areas of need:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and/or Physical Needs

The full range of provision currently available in school is outlined in our Annual SEND Information Report which is published on our website.

Facilities for pupils with SEND

The school aims to comply with all relevant accessibility requirements; please see the school accessibility plan for more details.

Allocation of resources for pupils with SEND

For those pupils with the most complex needs, additional funding (High Needs) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, along with the senior leadership team, to agree how the allocation of resources is used.

Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach: Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The teacher will record that the child is under observation due to concern raised by the parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during Learning Conversations.
- i) Learning Conversations are used to monitor and assess the progress being made by children.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child's name will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. In consultation with parents, external agencies may provide assessment and advice.

The support provided consists of a four- part process:

Assess

Plan

Do

Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by professionals from education, health and social care concerning the child's eligibility for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer and/or by contacting Information, Advice and Support Service (IAIS).

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan will be provided by Southend Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through additional SEND provision provided by the school.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Inclusion of pupils with SEND

The Headteacher, Assistant Headteacher for Inclusion and SEND oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Many children have special educational needs at some time during their schooling.

Often a pupil may have difficulties in more than one area. For many pupils the difficulties are short term, for other pupils the difficulties will persist throughout their school lives.

Pupils with special educational needs and/or disabilities have a right to be educated in a mainstream school unless it would significantly interfere with the education or safety of other children.

The school has a duty:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil meetings.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, Assistant Headteacher for Inclusion and SEND, who will be able to advise on formal procedures for complaint.

In-service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The Assistant Headteacher for Inclusion and SEND attends relevant SEND courses, SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Assistant Head for Inclusion and SEND who will then inform the child's parents.

On receipt of psychological or medical advice a pupil might be considered disabled under the terms of the SEN and Disability Act. The Assistant Head for Inclusion and SEND may need to seek additional advice from the original source of the diagnosis, this may lead to the creation of an individual support plan. This plan might require some temporary amendment of school policy for the individual pupil, and should seek to address the difficulty, it should also make provision for the diagnosed disability to be accommodated. This action is fully in line with the expectations of the Children's Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

Working in partnerships with parents

Hamstel Junior School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND

c) personal and academic targets are set and met effectively

The school will ensure parents are involved in the decisions about what SEND provision should be made. The Assistant Head for Inclusion and SEND may also signpost parents of children with SEND to Southend Borough Council's Local Offer which includes information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors.

Links with other schools


The school works in partnership with the other schools. This enables the schools to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

Hamstel Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Education Psychology Service
- Behaviour Support Service
- Social Services (Early Help Family Support Assessment)
- Speech and Language Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Signed  , Mrs C Farrell

(Headteacher)

Signed at source –Ms A Vosper

(Assistant Headteacher for Inclusion and SEND)