



# SEND Policy

September

# 2020

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This policy should be read in conjunction with The Code of Practice, The SEND Information Report and the following:

- Equality Objectives;
- Accessibility Plan;
- Anti-Bullying Policy;
- Medical Needs Policy.

## 1. Definitions – Definition of Special Educational Needs and Disability (SEND):

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice 0–25 implemented in September 2014.

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. (*Code of practice D. F. E. 2014*)

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) 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.

Special educational provision which meets the needs of children and young people with SEND includes:

“High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is Special Educational Provision – provision that is additional to or different front that which would normally be provided for children or young people of the same age in a mainstream educational setting.” (Section 21 of the Children and Families Act 2014).

## 2. Rationale

South Stanley Junior School is an inclusive school catering for a wide range of SEND, including pupils with:

- communication and interaction needs;
- cognition and learning needs;
- social emotional and mental health difficulties;
- Sensory or physical needs.

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEND and it is therefore a whole school responsibility to ensure and that these children’s needs



are addressed. Through staff working together as the team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met.

We place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEND process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in the pupil's education. We will always keep parents/carers informed about their child's special needs and invite them to review meetings.

### **2.1. Aims**

- To follow the guidelines set out in the SEN code of practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEND as early as possible and plan a programme of support and intervention to address their needs;
- To regularly track the progress of children with SEND through school tracking systems, review meetings, lesson observations, SEND review forms and support plans;
- To provide good quality and regular training for staff in relevant areas of SEND;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure that pupils with SEND are supported well both at home and at school;
- To ensure that all staff working with SEND children are clear about their roles;
- To ensure that the SEND budget is used appropriately to fund high-quality resources for children with Special Educational Needs;
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools and special schools.

## **3. Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole.

### **3.1. Governing Body**

The governing body will have the following responsibilities. They will :

- appoint a governor with specific responsibility for SEND;
- have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the headteacher;



- publish information on the school website about the implementation of the governing body's policy for pupils with SEND;
- ensure that there is a qualified teacher designated as SENDCO;
- cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan;
- ensure that arrangements are in place in school to support pupils at school with medical conditions;
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- ensure that all governors are aware of the schools SEND provision including the deployment of funding, equipment and personnel.

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The headteacher will have the following responsibilities. They will:

- take overall responsibility for implementing the Code of Practice;
- ensure that the SENDCO has adequate time to carry out duties and is able to influence strategic decisions about SEND;
- use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement;
- ensure that the wider school community understands the implications of SEND provision for whole school improvement (from governors to classroom teachers and teaching assistants);
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);
- ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEND support plans and EHCPs;
- report to the governing body how resources are deployed to meet provision.

### **3.2. The Special Educational Needs Coordinator (SENDCO)**

The role of their SENDCO includes:

- overseeing day-to-day operation of schools SEND policy;
- coordinating provision for children with SEND;
- liaising with designated teacher where a Looked after Child has SEND;
- reviewing SEND support plans and ensuring teachers and support staff work closely with parents/carers to follow a graduated approach to SEND support;
- monitoring delivery of SEND interventions and support and evidence held by teachers;



- advising on use of delegated budget/other resources;
- liaising with parents of children with SEND;
- maintaining links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with head and governors to ensure our school meets the standards set out in the Equality Act;
- ensuring that SEND records are up to date and;
- contributing to the in service training of staff.

### 3.4. Class Teachers

Class teachers have the following responsibility to:

- provide 'Quality First Teaching' and a graduated approach of assess, plan, do, review.
- write and review SEND support plans termly following the graduated approach.
- ensure SEND plans focus on clear and measurable outcomes for the child;
- review SEND support plans closely with parents/carers and SENDCO to ensure all stakeholders play a part in supporting SEN provision, and that the views of the child and parents/carers play a key role in the graduated approach.
- ensure that SEND interventions are carried out and any evidence retained in the child's class SEND file.
- retain evidence of any additional support received and any measurable impact it has had;
- be responsible for meeting special educational needs by having high aspirations for every pupil and setting clear progress targets for pupils and be clear about how the full range of resources are going to help reach them;

### 3.5. Support Staff

Class teachers work with TAs to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- TAs are part of the whole school approach to SEND working in partnership with the class teachers and the SENDCO to deliver pupil progress and to narrow gaps in performance;
- the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with the teacher and parents in the context of high quality teaching overall;
- TAs can be part of the package of support for the individual child but should never be a substitute for the teacher's involvement with that child;



- TAs should record delivery of interventions when they are leading them and retain evidence in the appropriate format/child's SEND file;
- TAs to feed into SEND reviews where appropriate;
- TAs to feedback to teacher on progress of children they are working with on SEND support interventions or during whole class teaching where pertinent to their SEND support plan.

### 3.6. Identification of SEND

Through their discussions, observations, assessments and data analysis the class teachers and support staff will identify any children who appear to have SEND. Children with SEND may also be identified by the SENDCO and external agencies and organisations. Parents and carers may also inform the SENDCO or teaching staff of possible special educational needs. At this stage a short note should be completed with the parent's and teacher's signature and shared with the SENDCO. Short notes will be written by the teacher and SENDCO and if required, a second short note maybe written. Upon review, should concerns remain, the child will be placed on the SEND register as SEND support and the teacher will complete a short SEND support plan.

### 3.7. SEND Support

Once the SEND support plan is written, class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. These can take place within the classroom or through interventions outside of the classroom by the teacher or TA. The triggers for SEND support are that, despite receiving quality first teaching, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at national curriculum levels substantially below that expected of children of the similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and that cause substantial barriers to learning.

If necessary the SENDCO, in partnership with parents and the child, may refer to outside agencies such as Educational Psychology or specialist support teams (e.g. OT and SALT) for additional support. Interventions and additional support provided by external agencies may also form part of the child's SEND support plan.

### 3.8. Referral for Education, Health and Care Assessment



Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, or the child has not made expected progress, the school or parents could consider requesting an Education Health and Care Assessment. To inform this decision the local authority will expect to see evidence of action taken by school. These include:

- records of regular interventions, strategies, reviews and outcomes;
- the pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist support teacher;
- an educational psychologist report;
- views of the parent and the child;
- involvement of other professionals such as health, social services or education welfare service;
- costed provision map;

Parents or school are the only partners who can request an Education Health and Care Assessment.

### **3.9. Education, Health and Care Plan (EHCP)**

An EHCP includes the following and will be reviewed annually;

- The pupil's name, address and date of birth;
- Details of all the pupil's special needs including health needs;
- Identification of the special educational provision necessary to meet the pupil's special educational needs;
- Short-term targets for the child to work towards;
- Identification of the time and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any of other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

## **4. Recording SEND**

Records are kept on all children with SEND, detailing steps taken to support them. Pupil files are kept (SEND document file) and updated by the SENCO. Working files detailing targeted



interventions and evidence are kept by the class teacher. These files follow the child to each new year group/class. Class files are monitored and reviewed termly by the SENDCO and interventions and support is observed by the SENDCO termly.

#### **4.1. SEND Register**

This is a list kept by the SENDCO. It indicates which children have SEND. The SENDCO maintains the register as a working document. The register will state the following:

- Child's name;
- Date of birth;
- SEND type;
- Year group.

#### **4.2. Medical Register**

The headteacher maintains a copy of the medical register as the responsible person. Copies are kept in the school office, in the first aid drawer in the staff room and will be easily accessible by first aiders during the school day. The register will be locked in the secure cabinet located in the staff toilet after the school hours. If required the medical register will be amended throughout the year by the headteacher following consultation with parents and other relevant professionals. The SENDCO will become involved where a child's medical need presents a barrier to their learning.

#### **4.3. Class Teachers**

Class teachers will keep copies of support plans and any other relevant information that is pertinent to the child. Each class teacher has a file which is retained in the classroom which should contain records of intervention and support the child has had including evidence of progress towards targets. Records will be kept securely in line with the schools' GDPR and safeguarding policy.

#### **4.4. Transfer of information to a new school/class**

Transfer of information to the new school will be the responsibility of the SENDCO or headteacher. Teachers are responsible handing over pupil files and information to the next class teacher within our school.

### **5. Annual Review**

It is a statutory requirement for children with an EHCP to have an annual review. At South Stanley Junior School we hold annual reviews for children with an EHCP and termly reviews for those on SEND support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the parent teacher evenings in the autumn and spring terms. During these reviews feedback is given about a child's progress and new targets are agreed where necessary. Both teachers and the SENDCO should be present at the SEND review wherever possible. TAs may also be asked to attend these meetings.

### **6. Staff Training**

The school carries out an annual audit of training needs for all staff taking into account school priorities as well as personal and professional development. Particular support will be given



to newly qualified teachers and other new members of staff. Staff training on SEND will be delivered either by the SENDCO or via external agencies to all staff as required.

## 7. Policy Evaluation

The implementation of this policy will be monitored by the headteacher and SENDCO. It will be reviewed annually. When reviewing the success of this policy we will take into account:

- progress of SEND children compared to non-SEND, including both academic attainment, and progress towards meeting support plan outcomes.
- standards reached by pupils with SEND;
- the percentage of parents attending the review meetings including annual reviews;
- the number of complaints received regarding SEND provision;

Through regular classroom observation we will also take into account:

- the quality of curriculum planning and the extent to which teachers and support staff worked together as a team;
- the extent to which pupils are following an appropriately differentiated curriculum;
- the use of varied resources which enable pupils with SEND to make progress towards their targets;
- the ethos of the classroom and the extent to which pupils with SEND are cared for and supported;
- the quantity, consistency and efficacy of targeted interventions.

## 8 Monitor and Review

Date of implementation: October 2020

Next review date: October 2021

Signed: SENCO:

SEND Governor:





South Stanley Junior School is proud to be part of **Stanley Learning Partnership LTD (Trading as Stanley Learning Partnership)**  
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