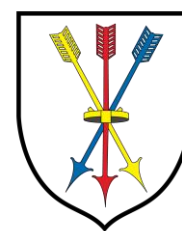


PURBROOK JUNIOR SCHOOL

DREAM BIG!



Respect - Team - Achieve

POLICY STATEMENT OF SPECIAL EDUCATIONAL NEEDS & DISABILITY BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATIONAL PROVISION

Policy Number:	SP7	Created by:	SENCo
Reviewed by:	SENCo	Responsibility:	FGB
Last Review:	Autumn 2022	Next Review:	Autumn 2023
Review Cycle:	Annually	Ratified by GB:	28 th November 2022

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (April 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (April 2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the school's SENCo with the SEN Governor in liaison with the SLT and all members of staff.

Special Needs Co-ordinator

The Special Needs Co-ordinator for Purbrook Junior School is Mrs Venessa Mott. She is responsible for co-ordinating the day to day provision of education for pupils with special education needs and disability. Our SENCo, is a member of the SLT and successfully completed the National Award for Special Educational Needs in November 2018.

Contact details

Our school SENCo can be contacted in writing at the following address:

**Purbrook Junior School
Aldermoor Road East
Purbrook
Hampshire
PO7 5NQ**

By email:

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By telephone:

023 92 254577

This policy should be read in conjunction with the school's SEND Information Report.

Document Information

This policy was developed in line with the SEND Code of Practice. It was written in consultation with the SENCo, SEND Governor, SLT and members of the school's teaching staff.

Purbrook Junior School is committed to extending the individual interests and abilities of each child, whilst at the same time preparing them to be responsible members of a community, able to communicate with adults and peers with confidence. Some children have special educational needs, which make achieving this aim particularly difficult and the school is committed to ensure achievement for all. This Special Needs Policy is designed to ensure that these children are identified and that their special needs are met, as far as the resources available to us will allow.

The school recognises that some disabled pupils, pupils with SEND and those temporarily disabled, e.g. in a wheelchair while recovering from an accident or operation, may require specialist handling, treatment or facilities. The school also recognises that teachers and teaching assistants may face new situations, particularly when pupils with severe or complex SEND are taught in a mainstream setting or 'special' targeted provision.

For the purposes of this policy a child is deemed to have special educational needs if he or she has a learning difficulty which calls for special education provision to be made for him or her. This policy should also be read in conjunction with the school's Inclusion and Assessment, Recording and Reporting Policy.

A child has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of children of the same age;
- (b) Has a disability which either prevents or hinders him/her from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from the language he or she is or will be taught. In our school, teachers are responsible for teaching every child or young person, including those with special educational needs. It is the teacher's responsibility to ensure that the children with whom they teach can access the learning.

Aim

It is our aim to ensure that all children have full access to the National Curriculum and:

- (a) Receive the appropriate level of support, to help them reach their full potential.
- (b) That barriers to learning are minimised for all children with special educational needs and disabilities (SEND), including communication and interaction; cognition and learning; social, emotional and mental health and physical and/or sensory impairment, in line with the Disability Discrimination Act (2005).
- (c) That support is provided for children with significant long term SEND as well as children who require more focused support for a short period of time.

Objectives

- (a) Children who are causing concern will be identified by the class teacher and assessed as quickly as possible, using a variety of in-school assessment procedures.
- (b) Provision will be made by the school, in conjunction with the appropriate agencies and parents.
- (c) The children will be closely monitored, with regular reviews and assessments undertaken, informing the Pupil Passports which will be regularly reviewed and written at least once a term.
- (d) A multi-disciplinary approach will be utilised, with close cooperation and liaison between all agencies concerned.

The Law

- (a) As legislation is often amended and Regulations introduced, the references made in this guide may be to legislation that has been superseded. For an up to date list of legislation applying to schools, please refer to the GovernorNet website www.governornet.co.uk.

- i. Education (Special Educational Needs) (Information) Regulations 2014:
- ii. Special Education Needs Code of Practice 2014 DfE (ref 00205-2013)

PROVISION

- (a) Class teachers are responsible for the progress of all children in their class, including those with SEND. However, educational provision for pupils with SEND is supplemented in consultation with the Special Educational Needs Co-Ordinator, through liaison with the Headteacher, class teachers, teaching assistants, parents and outside agencies when appropriate. Each class also has support as needed from an LSA. There is a named SEND Governor who monitors and supports the SEND provision in school.
- (b) The SENCo is responsible for the day to day operation of the SEND policy and maintaining a Register of children with SEND, which is reviewed regularly.
- (c) In-service training for teaching assistants on all SEND issues is on-going and a regular feature. This training is planned to raise expertise across the school.

Admission Arrangements

All admissions to the school are subject to the school's admission policy, which is published in the prospectus. Within that policy, reference is made to pupils with serious medical or psychological reasons, where this is supported by appropriate professional advice. When children enter our school, suitable communication will be made between the child's previous school(s) and relevant outside agencies.

Transition arrangements

When a pupil who is on the SEND register in the school moves to another school or to secondary school, a higher than normal level of contact with the receiving school is initiated so that there is no break in provision for the child. Wherever possible, the SENCo at the receiving school is spoken to directly, on the telephone or in person, and all relevant information is passed on so that the school can prepare for the arrival of the child. This is followed up by the forwarding of all the child's records, ensuring that reports from outside agencies, internal testing results, Pupil Passports and all other relevant information is included.

Assessment of need

- (a) There are a variety of ways in which information gathering and assessment of the children in our school takes place.
 - i. We have close contact with our feeder Infant schools through consultation with the Year 3 teachers. Any concerns that are raised at these meetings allow us to prepare for the arrival of these children. This can include arranging additional meetings with relevant outside agencies, parents and SENCo, to put a plan of action in place to support the successful transition to school.
 - ii. Children also undertake termly in-class assessments, SATs (Standard Attainment Tests) tests and the Salford reading and comprehension assessment and SPAR spelling tests. Attainment and progress made over time will be carefully monitored by the class teacher, Assessment Manager, SENCo and Headteacher.
 - iii. We have a variety of screening tools which help inform the school about the specific interventions that a child may require. These include: The LASS Assessment Tool, The Dyslexia Screening Test (DST) and BPVSII. The correct use of these tools ensures that the SEND of each child is fully understood and addressed.
- (b) We follow a 4-part approach to assessment following guidelines in the SEND Code of Practice. The class teacher is responsible for identifying children within the class who have special educational needs. If a teacher is concerned about a child, they will follow the Five Step Plan for Concerns. If a child has received Quality First Teaching, a short intervention and the outcomes are still not improving then they will fill in a concern form for the SENCo outlining relevant information about the child's difficulties. The SENCo will examine this information, as well as the levels obtained and progress made on any relevant in class assessments. If appropriate, the SENCo will also carry out further assessments such as the LASS, BPVSII or DST in conjunction with undertaking in class observations to gain a deeper understanding of the child's behaviour and needs. This information will be amalgamated to determine whether the child should be placed on the SEND register. If it is decided that the child should be kept on EI (Early Intervention) for the short-term, the class teacher in consultation with the SENCo will plan and implement appropriate support within the class. The child will be monitored closely by the class teacher, LSA and SENCo. If the child is placed on the SEND register the parents will be advised.

SEND Support - A child will be given SEND Support if they are making little or no progress in their area of learning or in their communication and/or interaction difficulties, despite having a clearly differentiated curriculum. They will also be identified if the child has sensory or physical problems and continues to make less than expected progress, despite the provision of specialist equipment. They may also be given SEND support if they present persistent social or emotional difficulties. Children at this level of support will have a Learning Plan (formally known as Pupil Passports, clearly outlining the targets they are working towards. They may be offered small group support, or individual

interventions if appropriate, to address their identified needs. If the child's rate of progress continues to remain a cause for concern, the 'Plan, Do, Review' process will be reviewed more regularly and further outside support will be sought.

Education and Health Care Plan (EHCP) - However, if after putting in place all the additional support outlined above, the child's progress, learning or development continues to cause concern then we will apply for an Education Health and Care assessment from the local authority.

Pupil Passports (Individual Education Plans)

Child-friendly Learning Plans (formally known as Pupil Passports) are written and reviewed at least termly by the class teacher and any LSA working with that child, in conjunction with the SENCo. All children will be involved in the process, at an appropriate level. To ensure that the targets are as effective as possible, they will be written utilising the SMART acronym (specific, measurable, attainable, relevant and timed).

Curriculum Access

Great care is taken to ensure that pupils have full access to the curriculum. A variety of forms of support mechanisms, either in class or for short periods of withdrawal, are used for children on the SEND register. The 1:1 interventions that could be implemented include: Rapid Reading; Paired Reading; Precision Teaching including for maths; fine motor skills programmes including hand gym/bead threading etc; visual-perceptual activities and individualised speech and language interventions and Solent Therapy. Small group interventions include: guided reading groups, paired writing, multi-sensory spellings, maths booster groups, literacy booster groups, Lego therapy; auditory and visual memory games groups and behavioural, emotional and social development groups including ELSA (Emotional Literacy Support Advisor).

Withdrawal during English and Maths lessons

In some instances, it is deemed that a child would benefit more from being withdrawn from part of the English and Maths lessons. It may be that they function better in a one to one situation or that they are following a specific programme.

Evaluation

Evaluation of the SEND Policy will be judged by the following success criteria.

- i. SEND register up to date and parents informed.
- ii. Learning Plan (formally known as Pupil Passport) in place and reviewed as necessary.
- iii. Outside agencies involved as appropriate.
- iv. Annual review held for children with Education Health and Care Plans / Statements.
- v. Information provided for governors and staff.
- vi. Training provided for staff.
- vii. Budget allocation spent on appropriate resources.
- viii. Regular meetings held with staff to review programmes, share resources etc.

Parent / Carer Involvement

- (a) The school endeavours to build close relationships with all parents and carers. If the school or the parents/carers are concerned about any aspect of a pupil's progress, a meeting would be organised initially with the class teacher to discuss the concerns and identify the next steps. Where it is identified that it would be appropriate for the child to have a Learning Plan, parents/carers will be involved wherever possible in this process. Parents/carers will be invited to attend any meetings with outside agencies such as an Educational Psychologist or Speech and Language therapist with the support of the SENCo, this may be virtually due to COVID-19. Parents are encouraged to have regular contact with the school, through operating an open door policy, whereby parents can organise appointments to see their child's class teacher and/or the SENCo at any time during the school year, to discuss any aspect of their child's education and the SEND support being provided. Should any parents have any concerns about the special educational provision within the school they should initially contact the class teacher and/or SENCo. Then, if they wish, they may contact the Headteacher.
- (b) If the concerns remain unsolved, parents may contact the Chair of Governors and will be advised of the County guidelines.

Partnership with bodies beyond the school

- (a) Speech and Language Therapist (SpLT): The school has a close partnership with its SpLT. If the school is concerned about a child's ongoing speech and language issues, the SENCo will make a referral to the SpLT, with the parent's/carer's consent.

- (b) Educational Psychologist (EP): Our school has invested in a Service Level Agreement with the Educational Psychology Service which entitles us to obtain the support of an EP. The SENCo will be responsible for identifying how best to utilise this support which can include assessment, observations or meetings concerning specific children and training for teaching assistants/teachers. Parent/carer consent will be obtained for any children who are identified to benefit from support from this service. The EP also provides a telephone contact line which can be used by those with educational concerns about a child to obtain advice. EP consultations can also be arranged with the service in which the SENCo, Headteacher, class teacher, teaching assistant and parents/carers can meet with two EPs at their Havant office or within school (COVID allowing) to discuss any concerns about a child's special educational needs and identify the next steps to support them. The EP is also likely to be involved in undertaking assessments as part of an application for a child to be considered for an Education, Health and Care assessment. If a child is granted an EHCP, then the EP may be invited to attend review meetings where they can share their expertise in dealing with the particular needs concerned.
- (c) Hampshire Primary Behaviour Support (HPBS) (previously Behaviour Support Team): Members of the HPBS provide regular support to the school, to help with children who have communication and/or interaction difficulties or emotional and social difficulties. Once the SENCo has made a referral to the HPBS, with parental consent, they will meet together along with other relevant parties such as the Headteacher, class teacher, teaching assistant and parents/carers to discuss the child's current needs and produce an action plan.
- (d) Child and Adolescent Mental Health Service (CAHMS): CAHMS can support children in the school with emotional and mental health issues, as well as their families. Referral can be made to the service by the parents, through their family doctor, or by the school through the school nurse.
- (e) Occupational Therapist (OT): The SENCo can, with parental consent, make a referral to the OT for children whose needs are severe enough or those who have made little/no progress in their gross and/or fine motor control skills despite appropriate 1:1 interventions and/or the provision of specialist Special Educational Needs Policy equipment.
- (f) School Nursing Team: If the school has concerns about a child's health, including their sight, hearing, development, speech or co-ordination, the SENCo can make a referral to the School Nurse, with consent from the parents/carers. Depending on the child's needs they can then provide telephone advice, an appointment with the child, a home visit or a meeting with relevant school staff.
- (g) The Locality Team: Significant and on-going concerns about a child's welfare will be reported to the Locality Team through the Hants Direct Professional Line. Members of this team may visit children in school and/or at home, as appropriate, to monitor and support them.
- (h) Liaison with the any other outside agencies will be made on a needs basis.

SEND Inset

- (a) The SENCo has a thorough understanding of SEND through undertaking training courses, research, liaison with a wide range of outside agencies and working with children with these disabilities in school. The SENCo has a clear understanding of the types of SEND in our school and the appropriate interventions that can be utilised to meet these needs.
- (b) The LSAs also regularly attend courses, to gain a deeper understanding of how to fully support all children in school with SEND. For a full range of courses and training see the Professional Development Records.
- (c) The SENCo meets regularly with the LSAs to further develop their professional development through discussion and updates about relevant SEND issues.

Local offer and SEND Information Report

As part of Hampshire's Local Offer, which can be accessed at (<http://www3.hants.gov.uk/parents-sen/send-localoffer.htm>), the school publishes a School SEND Information Report. This is reviewed annually and a copy is available in the school office and on our school website. Having it on the website is a statutory requirement. Both of these will provide more information about what services are available for families with children who have SEND and how they can access them.

Complaints Procedure

Any difficulties or concerns should initially be discussed informally with the teacher concerned and/or our SENCo, Mrs Venessa Mott. If a parent / guardian has followed this course of action and feels the matter has not been resolved they should follow the school's complaints procedure, the first stage of which involves contact with the Headteacher. It is always helpful if an appointment is made in advance. If the difficulty cannot be resolved after this contact with the Headteacher, parents may address a formal complaint, in writing, to the Chair of Governors.