

Telford Junior School
SEND Policy 2023

SENCO - Natasha Thompson.
SEND Governors - Liz Merrick and Andrea Ellis.

CONTENTS

Section	Page
1 Policy Statement	2
2 Definition of Special Educational Needs	3
3 School Provision for SEND pupils	4-6
4 Identification and the SEND register	7-8
5 Intervention	9
6 Target setting, reviewing and monitoring	10
7 Outside Agencies and funding	11-12
8 Arrangements for partnership with parents and complaint procedure	13

1. POLICY STATEMENT

The Special Educational Needs Policy of Telford Junior School seeks to recognise and meet special educational needs as they are defined within the Education Act (2002), The Equality Act (2010) and the Special educational needs and disability code of practice: 0 to 25 years (2014).

This policy outlines the philosophy, principles and procedures that have been agreed by the governing body and whole staff to enable us to meet the learning needs of all the children at Telford Junior School.

"All children and young people are entitled to an education that enables them to make progress so that they:

- *Achieve their best*
 - *Become confident individuals living fulfilling lives, and*
 - *Make a successful transition into adulthood, whether into employment, further education or higher education or training"*
- (Special educational needs and disability code of practice: 0-25 years. 2014)*

At Telford Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils regardless of their needs or abilities. It is our policy that:

- All pupils share the right to a broad and balanced curriculum, differentiated work and opportunities to demonstrate progression, regardless of any special educational needs or disabilities.
- All pupils have a right to an education that develops the qualities and competencies needed for full and effective membership of their community.
- All pupils are valued equally irrespective of ability, disability, race, culture or gender.
- All pupils have the right to be integrated into everyday life of the school, wherever this can be achieved, in accordance with their assessed needs.
- Parents, pupils and staff work together to ensure the views, wishes and feelings of the all are represented.
- An appeal procedure is in place which is fully accessible to everyone.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY.

Special Educational Needs:

According to the *Special educational needs and disability code of practice: 0-25 years (2014)* 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.
- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

At Telford Junior School, we use a range of tracking and assessment systems to monitor the progress of all pupils. Children's progress is monitored through class teacher observations, assessments, conversations with parent/carers and regular progress meetings with the school Senior Leadership Team. Where needed, support will be put in place to reduce identified barriers to learning and help close the gap with peers. Pupils working slightly below the expected level will not be identified as SEND, although they may still access additional support in lessons and through interventions. They may also be added to the school's Monitoring Register, which is the stage before children are officially added to the SEND register, and their progress is monitored more frequently.

Where tracking and assessments suggest pupils are not making expected progress, outside agencies may be consulted and further advice taken.

Children are not regarded as having a learning difficulty or SEND solely because the language or form of language of their home is different from the language in which they will be taught.

Disability:

The Equality Act (2010) considers a child or young person to have a disability if they have:

- A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

In this definition "long-term is defined as "a year or more" and includes sensory impairments such as those affecting sight or hearing. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young persons with SEN. It is expected that extra provision will be put in place to support pupils with a disability so that they are able to access the curriculum and participate in the same life experiences as their peers wherever possible.

3. SCHOOL PROVISION FOR SEND PUPILS.

In our school, we have high expectations and aspirations for all pupils, regardless of ability or needs. We aim to identify pupils with SEND as early as possible and ensure extra provision will be put in place to support them access the curriculum and the full ethos of the school. Special education provision is educational provision which is additional to, or different from, the educational provision made generally for children of the same age.

Where tracking and assessments suggest pupils are not making expected progress, outside agencies may be consulted and further advice taken.

ROLES AND RESPONSIBILITIES

Class Teachers are responsible for the progress of the pupils in their class. Through their professional observations and monitoring, they will:

- Plan and deliver high quality lessons, differentiated for individual learners.
- Identify pupils experiencing difficulties and monitor their progress closely.
- Liaise with parents and advise them on the best ways to support their child at home.
- Discuss concerns relating to pupils with SEND with the SENDCO and Senior Leadership Team.
- Provide specific targets through Individual Support Plans (ISPs) that are shared with pupils and parent/carers.
- Liaise with teaching assistants so that support given is suitably planned and effectively carried out.
- Maintain a file of information for the children in their class on the SEND register.
- Contribute to monitoring and review procedures.
- Seek to meet SEND within the overall framework of inclusion in the school.

The Special Educational Needs Co-ordinator (SENDCO) works closely with class teachers and is responsible for the day-to-day operation of the school's SEND Policy. They are responsible for co-ordinating the provision for pupils with SEND across the school and liaising with parents, teaching assistants and outside agencies where necessary.

The SENDCO will:

- Keep and regularly review the register of pupils in the school identified as having SEND.
- Track the progress of SEND pupils.
- Monitor and record the support given to pupils with SEND.
- Meet with parents and class teachers to discuss progress and support when required.
- Liaise with Telford Infant School and a range of Secondary Schools in the area

to transfer important information and discuss support for transition.

- Attend progress meetings to discuss and advise class teachers on materials and strategies they can use to support pupils.
- Support teachers and teaching assistants with training and resources.
- Meet regularly with outside agencies involved with individual students.
- Keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers.
- Attend regular meetings with other SENDCOs in the Cluster to share good practice and discuss changes to SEND provision.
- Co-ordinate further testing for individual children.
- Organise SEND resources.

The Head Teacher has the responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs and disabilities.

The Head Teacher will:

- Keep the governing body fully informed.
- Work closely with the SENDCO and Senior Leadership Team.
- Plan how resources are funded and allocated effectively.
- Set the overall policy for inclusion.
- Decide whether to put forward pupils for statutory assessment, in consultation with parents/carers and SENDCO.
- Work with the SENDCO to identify the pattern of need across the school and establish the most cost-effective means of meeting these needs.
- Evaluate the effectiveness of provision for SEND.
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice.

Teaching Assistants will:

- Support individual and groups of children with SEND.
- Work under the instruction of class teachers and the SENDCO.
- Be responsible for the delivery and recording of agreed programmes of interventions.
- Feed information back to the class teacher for future planning.
- Work with colleagues across the school and share good practice.
- Identify resources or training they require to provide pupils with support.

Governors will:

- Determine, in co-operation with the Head Teacher, the school's general policy and approach to provision for children with SEND.
- Use their best endeavours to ensure that pupils with SEND are identified and provided for and ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.
- Report on the effectiveness of the SEND policy in their annual report.
- Identify a governor to liaise with the SENDCO who will:

- Be informed about relevant documents and legislation.
- Arrange regular meetings with the SENCO.
- Be a point of contact on the governing body for the parents of children with SEND, once the normal contact with the Head teacher has been established.
- Report on the schools SEND provision to the governing body.

4. IDENTIFICATION AND THE SEND REGISTER

When identifying if a child has a special educational need or disability, at Telford Junior School, we follow a graduated approach as set out in the Special educational needs and disability code of practice: 0 to 25 years (2014).

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

It is important to remember that for some children, SEND can be identified very early in their school life. However, for other children, difficulties may only become evident as they develop. All school staff are alert to emerging difficulties and respond as early as they can.

The first response in all cases should be high quality teaching targeted at a pupil's areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCO, should assess whether the child has SEND. While gathering evidence (including the views of the pupil and their parents) school will put in place extra teaching or interventions designed to support the child. The pupil's response to such support can help identify their particular needs. At this stage, the child will be added to the Monitoring Register.

Monitoring Register

This is an informal stage where class teachers:

- Identify a concern about a pupil's progress.
- Put strategies and interventions into place to accommodate the child's needs.
- Gather available information about the pupil.
- Discuss concerns with the pupil's parents/carers and or SENDCO.
- Review and monitor progress more frequently.

Where support has been in place for a term and no progress has been observed, the SENDCO will liaise with the class teacher and parents/carers and look at alternative strategies and support. At this stage, school may seek further advice or assessments from an external specialist service such as SEND Supported.

SEND Register

This is the stage at which pupils are officially added to the school's SEND register. The SEND Register details the children identified as having SEND across the school and also records their individual needs. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and also provide targets for a child's Individual Support Plan (ISP). It is reviewed termly following the Assess, Plan, Do, Review approach and where progress has been made, children can be removed and placed back on the Monitoring Register. Similarly, some children may remain on the register throughout their school life.

Once an outside agency has assessed a child, a report will be shared with the SENDCO, class teacher and child's parents/carers. An opportunity to discuss this with the class teacher and SENDCO will be offered.

If the assessment suggests the child would benefit from a specific intervention or resource, but identifies no specific area of need, the child will remain on the Monitor Register. If the assessment shows that regular input or monitoring from the outside agency is required, identifies a specific need or barrier to learning or shows that a child is working significantly below the expected standard for their age, the child will be placed on the SEND Register. It is important that the SEND register remain a working document where children are added and removed in line with their changing needs.

Statutory Assessment - Educational, Health and Care plan (EHC)

The school recognises that for a very small number of children it will be necessary to request that the LA initiate a formal assessment of a pupil's needs. The production of an EHC plan is organised by Warwickshire LA, in close liaison with the school, pupil and the pupil's parents/carers. The provision set out in a pupil's plan will be closely monitored by the SENDCO and professional support and reviewed annually.

The SENDCO will initiate the review process in conjunction with the class teacher and any outside agencies involved with the pupil. Parents/carers, class teachers, support staff and all agencies involved with the child will be invited to contribute to the review and to attend the review meeting.

5. INTERVENTION

At our school, we ensure all pupils have access to a stimulating curriculum and lessons which are differentiated to allow all students to achieve. Children have access to a range of resources to support themselves and teachers incorporate strategies to supported pupils with SEND into their everyday teaching.

Children who are working below the expected level for their age group are likely to be involved in targeted support through a range of interventions. Pupils with SEND may find themselves supported more in lessons, involved in several small groups or working with an adult regularly on a 1-1 basis to support their area of need. We are proud to be able to offer a range of interventions to address weaknesses in reading, writing and maths as well as supporting students with emotional difficulties through nurture groups, counselling and mindfulness.

Intervention support available includes:

- Additional support in lessons.
- Individual support/small group work.
- Additional support from a member of the teaching staff.
- Additional support from a teaching assistant.
- Advice and resources from the SENDCO.
- Advice and resources from outside agencies.

This support is delivered in a variety of ways depending upon the individual pupil. Interventions are chosen based on the child's needs and the progress against their targets is closely monitored.

Interventions used by the school include:

- Withdrawal from the classroom for short periods of time.
- In-class support working with a volunteer helper, teacher or teaching assistant.
- Work on objectives covered in previous academic year groups.
- 1-1 regular reading with an adult.
- Phonics support for reading and spelling.
- Precision teaching by trained staff.
- Drawing and Talking therapy to address emotional needs and anxieties.
- A range of nurture provision tailored to individual needs, including friendship groups and anger management programmes.
- Work on the I-Pad to improve co-ordination and motor skills.
- Handwriting support.
- Extra Athletics sessions for pupils unable to access it regularly at home.
- Exercises and physiotherapy organised by an external Occupational Therapist.
- Times tables support.

Where a child has been assessed by an outside agency and a resource or strategy has been suggested, the school will endeavour to incorporate this into the child's planned intervention and follow the guidance from the outside agency.

6. TARGET SETTING, REVIEWING AND MONITORING

All teachers monitor the progress of the pupils in their class through daily observation, assessments and conversations with support staff. In the case of students with SEND, teachers set specific targets on an Individual Support Plan (ISP). These are shared with parents at Parents' Evening meetings and reviewed with the pupil throughout the year. At these reviews, pupils have an opportunity to evaluate their own learning and where able, contribute to future targets.

Targets set for SEND pupils should be SMART:

- Specific
- Manageable
- Achievable
- Realistic
- Timely

SEND pupils may also have a target related to behaviour, as well as academic targets, if this is an area of need.

Where intervention groups or extra support is set up, the class teacher will identify specific targets for pupils to work on and these will be recorded and shared with the staff running the intervention. Progress against these targets will be monitored and discussed with the SENDCO and Senior Leadership Team at progress reviews and will be recorded on the school's Provision Map.

Internal

The Head Teacher and SEND Governor monitor the effectiveness of the SEND policy annually and information is reported to the Board of Governors.

The following criteria are used:

- The amount of identified teaching time available to support SEND pupils.
- The number of pupils with special educational needs.
- The current level of intervention and support.
- The amount allocated to SEND by governors.
- INSET time allocated to staff development with reference to special educational needs.
- Children are confident and well-motivated and are making measurable progress.

External

- The annual SEND Audit - Spring Term.
- The SEND Monitoring Return - Spring Term.
- SEND services and other LA sections collect information annually.
- Visits by Monitoring Officers.

7. OUTSIDE AGENCIES AND FUNDING

At Telford Junior School we have an excellent working relationship with a range of outside agencies who provide advice on the support necessary for pupils with SEND. These agencies carry out specialist assessments, are involved in the development and implementation of specific interventions and participate in review meetings. When appropriate they deliver specialist support to children and training to staff. All children being assessed must have a written agreement from parent/carer.

SEND Supported (Clare Viney and Lucy Clarke)

The school may refer pupils with learning and/or behaviour difficulties to SEND Supported. A representative will carry out an appropriate assessment or observation and provide a written report with recommendations for future support. A feedback meeting will be offered for parents to discuss the report with the child's class teacher and SENDCO.

IDS (Integrated Disability Service)

Pupils with a disability may receive support from a member of IDS. The school will work closely with these professionals and follow the guidance given.

SALT (Speech and Language Team)

Children suffering from communication or speech and language disorders will be referred to the Speech and Language Team and will receive regular input from a representative. Feedback will be given to the SENDCO and parents/carers and appropriate targets set where necessary.

Educational Psychology Service (Heather Carver)

The school subscribes to the Warwickshire Educational Psychology Service and is allocated a number of sessions throughout the year with an individual Educational Psychologist. The Educational Psychologist will complete observations and assessments and produce a report with recommendations. They are also involved in the monitoring process of children with an EHC plan. Pupils may be referred to this service if they have received substantial support at school and have made little progress or if the school has concerns that the child may have a specific area of need.

Counselling

The school is committed to supporting pupil's mental well-being and pays for a counsellor to come into school twice a week to work with individual children on a one-to-one basis. These children may or may not be on the SEND register and can be identified by staff or parents. Counselling may range from a short number of sessions to address things such as parents separating or bereavement or may be a more permanent arrangement to deal with larger social and behavioural issues.

Others

These could include clinical psychologists, child guidance and family welfare services.

THE ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEND

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements.
- Other budgetary pressures in the school.
- The resources identified for SEND within the individual school's budget.
- Priorities identified in the School Development Plan.

SEND Funding

Notional SEN funding is included within the formula funded budget delegated to the school by the LA. This funding is used to support children at all stages on the SEN register by:

- Purchasing specialist services.
- Purchasing resources necessary to deliver support programmes.
- Paying Teaching Assistants to work with children on the SEND register.

SEND in-service training.

The school is dedicated to the professional development of all staff working with children with special educational needs. This training may be provided by the SENDCO, outside agency staff working with the school, the Cluster or additional organisations if required. The school strives to ensure it provides support for SEND pupils using a range of interactive and well researched resources.

8. ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS

Parents as partners is central to the philosophy of the school and the Special educational needs and disability code of practice: 0-25 years (2014).

Parents/carers will be encouraged to attend meetings with the class teacher and SENDCO and be involved in the setting and evaluation of targets at Parents' Evenings. We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils. All assessments and reports will be shared with parents/carers and future plans discussed.

We seek to work in partnership through:

- Regular consultation and the review procedure for the sharing of information.
- Offering opportunities for parents/carers to discuss their child's needs with the SENDCO and outside agencies involved in the support.
- Opening School Access for parents/carers.
- Discussing with parents/carers options when pupils leave schools.
- Meeting the parents/carers of prospective new pupils to discuss SEND support.

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT THE SEND PROVISION WITHIN THE SCHOOL

It is important to us that parents/carers feel included in all aspects of their child's education and if as a parent, you are unhappy with the support your child is receiving we would welcome the opportunity to discuss this with you and hopefully put your concerns to rest.

WCC advice is that, in the first instance, parents/carers should contact the person they have been dealing with, or their manager. Most problems can be resolved this way.

Parents/carers might need to talk to people such as:

- The Special Educational Needs Coordinator (SENDCO) at the school.
- The SEND Governor: Liz Merrick or Andrea Ellis.
- The relevant social worker.
- The relevant health visitor.
- Another specialist worker, such as the EHC Plan Coordinator.

Parents/carers of children with special educational needs or disabilities (SEND), who have a complaint about the support provided for their child, can visit the Warwickshire County Council (WCC) website, looking under:

- Children and Families.
- Special Educational Needs and Disabilities (SEND).
- Special Educational Needs and Disabilities (SEND) - Complaints and Appeals.

Reviewed November 2023