

Lyndhurst Junior School

Special Educational Needs and Disability Policy

Our Ethos

At Lyndhurst Junior School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. We respect the unique contribution which every individual can make to our school community. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities.

Definition of SEN and Disability (SEND)

SEN and disability as defined in the SEND Code of Practice (2014) states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in the mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’

Key roles and responsibilities

The INCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those with EHCPs. The INCO is a member of the leadership team and is also the designated teacher for Looked After Children (LAC) and deputy Designated Child Protection Officer (DCPO). The INCO is Helen Merel.

SEN Governor: The SEN Governor is Irene Swan, who is a retired SENCO and past member of the leadership team at Lyndhurst Junior School. She has responsibility for monitoring policy implementation and liaising between the INCO and the Governing Body / Kings Monitoring Board.

DCPO: The Head Teacher, Ollie Martindale, has specific responsibility for safeguarding and is the Designated Child Protection Officer (DCPO).

Aims and Objectives

Aims

At Lyndhurst Junior School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.

Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for pupils with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice 2014 refers to four broad areas of need:

Communication and Interaction – these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication (for example, pupils with Autistic Spectrum Disorders including Asperger syndrome). They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning – children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate to profound and multiple needs. Specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, can affect one or more specific aspects of learning.

Social, Emotional and Mental Health – children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harm, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs – some children require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. Many children with visual, hearing or multi-sensory impairment will require specialist support and / or equipment to access their learning.

A Graduated Approach to SEN Support

How the school decides whether to make special educational provision

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. This can be complemented by evidence based interventions provided by teachers (or TAs under teacher supervision) for groups.

Where progress continues to be less than expected, the class teacher will discuss their concerns with the parents/carers before approaching the INCO.

In deciding whether to make special educational provision, the class teacher and INCO will consider all the information gathered from within the school about a pupil's progress, alongside the views of parents/carers and pupil. During this stage extra assessments, personalised teaching or individual interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English. (Note: although children whose first language is not English may require substantial additional support, this is **not** considered at special educational need).

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychologists (EP)
- Children's Therapy Service (Speech and Language Therapy, Occupational Therapy, Physiotherapy)
- Multi-Agency Behaviour Support Service (MABs)
- Visual / Hearing Impairment Service
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic Minority Advice Service (EMAS)
- Portsmouth SEN Support Partnership (PSENSP)
- School Nurse Team
- Multi Agency Support Hub (MASH)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. The Portsmouth Local Offer describes what can ordinarily be expected to be provided in local schools (note: not all interventions described in the Ordinarily Available Provision (OAP) document can be provided by Lyndhurst Junior School as this is a city wide document).

If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do and review with the child at the centre of the process. An Additional Support Plan (ASP), which includes a one page profile, may be started. This plan is intended to be a working document which is regularly (at least termly) updated, including their response to targets and interventions.

Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

The four part cycle

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Parents/carers and pupil involvement in the process

We believe in a person-centred approach to information gathering and the cycle of assess, plan, do and review. Termly ASPs and target setting should coincide with parents' evening where possible. Copies of ASPs are shared with parents either at Parents' evening or sent home. Targets are shared with pupils and successes celebrated.

Pupils with an EHCP will have an Annual Review. They will be invited along with their parents and all professionals involved to their Annual Review where they can share their achievements for the year and aspirations for the future.

SEN Provision

SEN support can take many forms. This could include:

- An individual learning programme
- Evidence based interventions
- Extra help from a teacher or teaching assistant
- Making or changing materials, resources or equipment
- Small group work
- Maintaining specialist equipment
- Observing a child in class or at break and keeping records
- A key worker to help a child take part on class activities, checking a child has understood things by encouraging them to ask questions and try something they find difficult
- Adult support to help other children work with a child, or play with them at break time
- Alternative locations for parts of lessons, during test sessions to aid focus or, in break times, to help manage social situations.
- ELSA / MABs Support Worker / Separation Counsellor to provide personalised support for SEMH needs.
- A key worker to support a child with physical or personal care difficulties
- Personalised Evacuation Procedures for pupils who need extra support in case of fire or similar emergency

Managing the needs of pupils on the SEN register

Each pupil with SEND is an individual and their ASP is tailored to meet their particular needs and reviewed termly. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring the ASP / SEN Support Plan / EHCP is implemented in the classroom
- Regular liaison with parents/carers and INCO
- Effective deployment of additional adults to ensure agreed strategies and programmes are in place
- Identifying on class planning the provision they are making for individuals with SEND
- Setting, assessing and reviewing targets for individuals with SEND

Teaching Assistants / Key Workers are responsible for:

- Working with the class teacher to ensure the day to day provision is in place

- Implementing agreed strategies and programmes following advice from specialists
- Record keeping
- Managing resources and maintaining specialist equipment
- Regular communication with class teacher and INCO

The INCO is responsible for:

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEND register and maintaining individual pupil files
- Monitoring the quality of provision and impact of interventions
- Attend network meetings and updating staff
- Making referrals to and liaising with outside agencies
- Line managing TAs in co operation with leadership team
- Liaising with and advising staff
- Maintaining liaison with parents/carers
- Co-ordinating Annual Reviews
- Supporting staff in identifying pupils with SEND
- Mapping provision throughout the school
- Maintaining links and information sharing with sending and receiving schools

Criteria for removing pupils from the SEN register

When a child has made sufficient and sustained progress towards achieving their personal targets and they are on track to meet the high expectations we set for them against national data and based on their age and starting point, and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Education, Health and Care (EHC) needs assessment

If a situation should arise where the provision necessary to support a pupil costs above the notional SEN budget for a child and the school cannot finance these interventions without impacting others, an assessment for an Education, Health and Care Plan (EHCP) may be requested. An EHCP brings together the child's health and social care needs as well as their special educational needs.

This is only suitable for the most complex of cases and, before this stage is reached, advice will be sought from multiple specialist services including EP. At the point where an assessment is looking to be a next step an SEN Support Plan will be written. This is a more detailed version of an ASP which includes details such as costings and level of need as measured against the PCC Profile of Needs document.

Supporting parents/carers and children

We provide support in the following ways:

- The Head teacher and INCO operate an open door policy for parents/carers seeking support and advice
- The Pastoral Team compliments the open door policy and can be contacted for advice and support via email (pastoralteam@kgalyndhurst.uk)

- The INCO and Pastoral Team can signpost additional support/information available for families in Portsmouth
- The dedicated SEN Governor is available as a contact point
- Additional time and special arrangements for SATs
- Reduced timetables requested if required
- Support for transition between classes
- Additional transition events for vulnerable Year 6 pupils transferring to local secondary schools and Year 2 pupils transferring from feeder infant schools
- INCO liaising with previous schools in cases of mid year transfers

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria for disability the school will comply with its duties under the Equality Act 2010.

Reasonable adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability. Specific staff have training to support particular needs. Some children will have an Individual Health Care Plan or medical protocol if their medical needs are complex. These are reviewed annually or as recommended by medical professionals.

The school office staff are responsible for the administration of medicines and hold all the medical protocols and Health Care Plans.

Monitoring and evaluation of SEN

The Head teacher and leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured and monitored using internal school data.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. School staff have specific training relating to supporting children with hearing impairment, various medical needs, literacy and numeracy interventions and SEMH needs. The INCO attends SENCO network meetings to share good practice with colleagues in Portsmouth and keep up to date with SEND developments.

Storing and managing information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet an individual child's needs. We are grateful to parents/carers for their information sharing and openness and respect their confidentiality. Pupil SEN files are kept in lockable filing cabinets in the INCO's office (The Nest). Individual SEN files are transferred to receiving schools when pupils leave Lyndhurst.

Reviewing the SEND Policy

The SEND Policy is reviewed annually by the Senior Leadership Team. Date of next review: September 2018.

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Lyndhurst to speak to us as soon as possible. In the first instance, please speak to the class teacher or INCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Head Teacher.

If concerns are still unresolved parents/carers may wish to use the Portsmouth Information, Advice and Support Service (PIASS, formally Parent Partnership) or engage with the school complaints procedures.

Compliance

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

- Equality Act 2010: advice for schools DfE Feb 2013
- School SEN Information Report
- The National Curriculum in England Key Stage ½ framework document
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012