

Dinglewell Junior School**Special Educational Needs and Disability (SEND) Policy****Written by: H. Phillips. (April 2014) Amended by Jenny Deichen (June 2022)****Reviewed: July 2023 (C&S)****Next Review: July 2024**

Special Educational Needs and Disability (SEND) Policy

This Policy will follow the guidance laid down in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015), which is underpinned by Part 3 of the Children and Families Act 2014, the Disability Discrimination Act 2015 and the Equality Act 2010.

Introduction and School's Ethos

Staff at Dinglewell Junior School (DJS) believe that all children are entitled to a broad and balanced curriculum and 'an appropriate education, one that is appropriate to their needs, promotes high expectations and the fulfilment of potential.' (p.92 SEND Code of Practice, Jan 2015). It is our philosophy that all teachers are teachers of SEND, are responsible for setting high expectations and ambitious targets for all pupils in their care, and aiming to address areas of difficulty at the outset. (p.94 SEND Code of Practice, Jan 2015). We believe that Quality First Teaching (QFT) is a key first step to addressing SEND. (p.99 SEND Code of Practice, Jan 2015).

Within this, we aim to fulfil our motto of 'We make a happy school' with a caring, inspiring, creative and stimulating environment, accessible to all children, regardless of their diverse needs and abilities, to enable them to reach their full potential. We work towards building self-esteem and independent learners through praise, encouragement, challenge and a sensitive and adaptable approach towards individual needs. All support will follow a 'Graduated and Integrated Pathway.' Special educational provision is educational provision which is additional to or different from that made generally for other children.

Other Policies

Some children with SEND will also be in other vulnerable groups. Therefore, this policy needs to be read in conjunction with the relevant policies, including Child Protection and Accessibility and Keeping Children safe in Education (KCSIE). In these cases, all professionals involved will work as a 'Team Around the Child' and all protocols of confidentiality and consent to share will be strictly adhered to.

Aims of this Policy

- To define procedures and practices followed at Dinglewell Junior School (DJS).
- To ensure that all those involved in SEND have a full and clear understanding of agreed procedures (staff, governors, parents and pupils).

Aims and Objectives of SEND at DJS

- To ensure that the needs of all children, especially those considered to have Special Educational Needs and/or a Disability are met.
- To provide, for all children, regardless of individual need and ability, access to a broad and balanced curriculum.
- To adapt and scaffold that curriculum when necessary to ensure maximum access.
- To identify a pupil's specific needs to access that curriculum, particularly when those needs differ considerably from those of their peers.
- To work as a team to make that identification as early as possible, by the use of formal and informal teacher assessments, pupil progress meetings, intervention measures, teacher observation and judgement.
- To set appropriate Specific, Measurable, Achievable, Relevant, Time-bound (SMART) outcomes and provide teaching and learning strategies and resources to meet these needs through the 'Graduated Pathway,' as described in the SEND Code of Practice, Jan 2015, through regular writing and reviewing of each pupil's My Plan or My Plan+.
- To ensure that all those involved in the progress of a pupil – class teacher, teaching assistants, pupils and parents, and where relevant, outside agencies - contribute to the setting and reviewing of the needs and outcomes,
- To ensure that all legislation appertaining to SEND (Code of Practice 2015 Children and Families Act 2014, Disability Discrimination Act 1995 & 2006) are acknowledged and adhered to.
- To ensure that DJS is fully accessible to all children by the use of adaptations where necessary.
- To ensure that children with SEND have full access to extra-curricular clubs and activities.
- To ensure a smooth transition and information sharing between DJS and its transition partners at Key Stage 1 and Key Stage 3.

SEND Practice at Dinglewell Junior School

What Is a Special Educational Need?

A child regarded as having Special Educational Needs is one who, in order to access the curriculum at an appropriate level, needs support over and above that which is provided by the usual differentiated Quality First Teaching provided by the Teacher in the normal day to day running of the classroom. Some children may have short term needs, requiring additional support over a short period of time, but it should not be assumed that these children have special educational needs.

The Code of Practice explains 4 main categories of need and a child's difficulties may be one or a combination of the following forms:

Cognition and Learning

- General learning difficulties greater than their peers.
- Specific learning difficulties that interfere with progress, e.g. dyslexia, dyspraxia or dyscalculia.

Communication and Interaction

- Speech and Language difficulties in forming speech sounds.
- Difficulties in expressing themselves or understanding others.
- Difficulties with social interaction, for example due to autism.

Social, Emotional and Mental Health

- Emotional difficulties that cannot be met by short term support and are adversely affecting their learning.
- Withdrawn, isolating, challenging and disruptive behaviours that are adversely affecting their learning and that of others.
- Other diagnosed conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD), Demand Avoidance or other similar conditions.

Physical, Medical and Sensory (VI and HI)

- Physical difficulties or impairments, often with a medical diagnosis that adversely affects access to the curriculum.
- Visual, hearing or multi-sensory impairments that adversely affect access to the curriculum.

How are children identified as SEND?

Universal:

All children at DJS will receive a high-quality and as required, adapted curriculum and will be assessed by a range of formal and informal methods for progress and achievement such as:

- reading and spelling ages,
- assessments at the end of each term – to include formal, optional SATS twice a year and teacher assessment twice a year
- pupil progress meetings three times a year, including using SEND progression data.

Other criteria to be considered SEND include:

- children with physical, sensory and/or medical issues that significantly affect their progress and ability to fully access the curriculum
- children with behavioural and emotional issues that significantly affect their progress and ability to fully access the curriculum
- children with communication and interaction difficulties that significantly affect their progress and ability to fully access the curriculum.

Children whose progress and achievement fall significantly below age-related expected levels may be considered for SEND intervention. Initially, if a child is identified who in order to access the curriculum or make progress needs support that is different from and in addition to their peers, teachers will adapt tasks using scaffolding and adapted teaching in the classroom.

Teachers will raise a concern with the SENDCo by completing a cause for concern form which will highlight what has already been tried. The SENDCo will offer support through suggestions of interventions and through observations of the child.

Additional Support

- Discuss appropriate strategies with the SENDCo.
- Provide additional support in class such as TA time, writing frameworks etc.
- Some short-term small group work such as Apples and Pears, handwriting.

This support is intended to be low level and short-term/intermittent and that with this support, the progress and the achievement of the child will return to expected levels. Occasionally, children will stay on very low-level support for longer if it is considered appropriate.

If this support does not produce an improvement, after two or more periods of assessment, the child will be moved onto the SEND register and a 'My Plan' will be generated. These children will be at the "SEN Support" stage.

SEN SUPPORT

The majority of children with SEND needs will be at the 'SEN Support' Stage. Their support will be led by a lead professional, usually the SENDCo or Pastoral Inclusion Manager, depending upon the type of need.

My Plan

My Plans are written to ensure that the needs of the child are clear and to allow staff to know what interventions and support are needed.

- 'My Plans' with identified needs and SMART outcomes which may be objective, quantitative, subjective or qualitative but must be measurable.
- Funded from within the school delegated funding.
- Reviewed 3 a minimum of times during the year and then again at transition
- Individual support and resources to meet these needs and outcomes e.g. Dancing Bears.
- Increased levels of small group support e.g. Apples and Pears.
- Personalised strategies
- Increased levels of in class support.
- At each review, parents will be a sent letter asking for their views and any concerns and inviting them to come to the review if they wish.
- Will include support from external agencies as needed.

My Assessment and My Plan+

When support at My Plan is not resulting in the desired progress and/or it is not clear how to help the child and possibly the family with their needs, a 'My Assessment' will be written. This will involve contributions from and discussions with family members. If appropriate, advice will then be sought from external agencies, such as:

- Advisory teachers in the areas of: Cognition and Learning (C&L), Communication and Interaction (C&I) or Social, Emotional and Mental Health (SEMH).
- Sensory and physical advisory Teachers – Hearing Impaired (HI), Visually Impaired (VI) or Physical Disability (PD).
- Educational Psychologists.
- Occupational Therapists or Physiotherapists.
- Medical teams and opticians.
- Social care teams.
- Other support agencies as consulted.

From this assessment, a My Plan+ will be written with SMART outcomes (see My Plan above). These will then be reviewed at agreed intervals at a My Plan+ review/Team Around the Child (TAC) meeting, led by the SENDCo or Pastoral Inclusion Manager, where all those working with child will be invited to attend.

Statutory Assessments and EHC Plans

Education and Health Care Plan (EHCP)

A child who does not make sufficient progress or does not reach an appropriate level after at least two My Plan+ reviews may then be considered for an EHCP, a document of support involving all agencies working with the child.

Children who have medical, physical, sensory, behavioural or emotional issues that require support and monitoring significantly in excess of their peers and where there is an educational need, may also be considered for an EHCP.

Teaching and Learning

Children will be supported by interventions appropriate to their needs as well as additional in-class support. Teaching Assistants (TAs) will be appropriately trained to deliver these interventions.

Interventions

All pupils with or without SEND receive Quality First Teaching (QFT), adapted according to needs and with appropriate scaffolding.

Children who need further support will have the following interventions available as appropriate:

- Further adaptation by the class teacher within class teaching.
- Additional support within class with class teacher and TAs (focussed writing, reading and guided reading).
- Priority readers.
- Reading schemes such as Oxford Reading Tree, Project X and Alien Adventures.
- Apples and Pears (Structured Group Phonics for Spelling).
- Essential Letters and Sounds (structured phonics teaching- currently in Year 3.)
- Dancing Bears (Structured Daily Individual Phonics for Reading).
- Code (reading scheme).
- Nessy (online phonics program).
- Precision Monitoring.
- Stile (Structured group comprehension).
- Maths Booster Groups.
- Numicon (understanding number).
- Nelson Handwriting – in class and small groups.
- Speed Up (motor skills programme).
- Children will also have specialised support according to individual needs e.g. use of a range of visual and pictorial resources.
- Rapid Writing.
- Language for Thinking (a structured approach to language development)
- Language for Behaviour and Emotions (SEMH scheme).
- Write from the Start (handwriting programme)
- Colourful Semantics (language and sentence building)
- Fizzy (OT developed programme for co-ordination issues)
- Lego (emotional support)
- Adapted recording e.g. use of laptop as needed.
- Adaptations for visually or hearing-impaired pupils e.g. seating, adapted delivery of information.
- Rest breaks and time out as needed.

- Other forms of spelling and reading support as needed.

SENDCos and other staff will regularly look to investigate new and additional interventions and evaluate existing interventions.

Testing and SATS

Staff will ensure that pupils receive the support they need to show their potential during testing. Staff involved in external exams such as SATS will ensure that appropriate documentation and requests are completed. Some pupils may be entitled to extra time, one to one support, movement breaks or other forms of support. In the case of a physical need such as a visual impairment, a modified paper may be required.

Social and Emotional Support

For some pupils, the main or additional barrier to their learning is an emotional one, the origins of which may be from a number of sources. Behaviour can also suffer as a result of such problems, creating a further barrier to learning.

For these children, we support their learning using interventions as above. We also offer emotional support lead by the Pastoral Inclusion Manager in conjunction with the SENDCo, head teacher and deputy head teacher. Such support includes:

- behaviour charts, stickers and rewards,
- one to one emotional literacy and anger management work with the Pastoral Inclusion manager,
- family support, links and sign posting to external agencies (Pastoral Inclusion Manager).
- targeted interventions such as Starving the Anxiety Gremlin or Starving the Anger Gremlin
- Lego therapy
- sand therapy

Recording and Monitoring

Intervention Timetables

Each year group will produce an intervention timetable at the beginning of the school year. These will be updated as necessary throughout the year and given to the SENDCo. The interventions a child receives will be recorded on their MyPlan/ MyPlan +. The SENDCo will enter this information into Provision Mapping software - Edukey- in order to evaluate the effectiveness and the cost of each intervention.

Intervention Timetable: a timetable showing where and when each intervention group is taking place and who leads it.

Writing, Monitoring and reviewing My Plans

- My Plans will be written and reviewed at least 3 times a year, following the school assessment calendar.
- All 'needs' will have SMART outcomes that are timed steps towards meeting these needs. Some may be quantitative and some may qualitative, but all must be specific and measurable, agreed and realistic and be time bound (i.e. by next review).
- My Plans will be reviewed and written in by the class teacher. This will be after a review meeting with the SENDCo and with input from the child, parents and other involved adults such as the TA or external professionals.
- Changes will be made as needed; next steps and new outcomes set.
- Any additional problems will also be addressed as needed.
- Parents will be offered the chance to contribute by letter and, if they wish, by attending.
- All children at 'SEN Support' and EHCP will have a 'My Plan' or My Plan+. My Plan outcomes for children with an EHCP will be derived from the appropriate needs and outcomes.
- The SENDCo will also organise annual reviews for all children with an EHCP.
- Copies of each My Plan and My Plan+ will be sent to parents and we asked that a signed copy is returned.
- Each class will have a digital 'SEND file' in which provision maps, intervention measures and intervention timetables will be kept. There will also be a section for each child in this file, in which copies of each My Plan/My Plan+ and any meeting and visit notes will be kept. This file will be then transferred to the new teacher at transition. Any information about a child is only available on a need to know basis.
- There is also a physical copy of each child's MyPlan, kept securely in each Year Group so that teachers and support staff can make progress notes in anticipation of the review. Only the most current plan is kept in this folders.
- The SENDCo also keeps separate digital files for confidential information such as a MyAssessment.
- Once a plan has been written, each child has a "bookmark" with their outcomes on it. These are stapled into their homework diary so that they and any adults working with them can be quickly reminded of their targets.

Equality of Access

At Dinglewell Junior School, we ensure that children with SEND have full and equal access to a broad and balanced curriculum, making reasonable adaptations when needed.

We also ensure an equal level of access to extra-curricular activities, making reasonable adaptations or giving additional support when appropriate.

Roles and Responsibilities

DJS believe, in agreement with the Code of Practice (2015) that all teachers are teachers of SEND but certain staff members take a leading role in the management of SEND throughout the school:

- The Headteacher retains overall responsibility for SEND throughout the school
- The SENDCo manages the day to day practice and policy of SEND
- Class teachers maintain responsibility for quality first teaching and delivery of agreed outcomes and strategies
- The Pastoral Inclusion Manager provides social, pastoral and emotional care to children and families alongside and in addition to the SENDCo.

Responsibilities of the SENDCo

- Overseeing the management of SEND throughout the school.
- Ensuring that each My Plan and My Plan+ is written and regularly reviewed in accordance with the agreed programme of review and assessment.
- Supporting teachers in writing and reviewing My Plans, in setting and reviewing needs and SMART outcomes.
- To support teachers and TAs in implementing the agreed strategies.
- To analyse progression data of SEND children.
- To evaluate the effectiveness of interventions and their value for money, monitoring progress of the children in the groups for each assessment period.
- Ensure that Intervention Timetables by year groups are completed, given to the SENDCo and updated as necessary
- To maintain a provision map showing which children have each intervention.
- To obtain and file copies of all of the above documents.
- To maintain the SEND register and ensure that accurate information is provided for the census.
- To meet with the SEND Governor and attend meetings when required.
- To write regular reports for Governors meetings.
- To write the SEND Policy and update annually.
- To write the SEND Local Offer and to review annually.
- To write the annual SEND information report.
- To ensure all of the relevant SEND information is on the DJS website.
- To manage, replace, review and purchase resources and investigate new ones.
- To liaise with staff involved with SEND.
- To liaise with and make referrals to external agencies, e.g. advisory teachers, medical staff.
- To meet with, inform, support and liaise with parents.
- To organise transition between Infants, Juniors, secondary schools and specialist centres as appropriate.
- To liaise with Dinglewell Infant school as appropriate.
- To organise CPD and lead staff meetings when necessary.
- To manage and support one to one TAs and to liaise with TAs to set interventions.

- To carry out testing if and when needed.
- To advise and support on statutory and optional SATS adaptations.
- To organise the annual review of EHCPs and to complete all associated paperwork, including provision maps.
- To organise TAC/My Plan+ reviews and to complete all associated paperwork.

Continuing Professional Development

We provide CPD for staff, teachers and TAs as an on-going process and as needs arise. This may take the form of staff meetings, specific training meetings e.g. Numicon, courses run by external agencies such as the LA or advisory teacher service, or advice and support for specific queries. Where possible staff are also sign posted to further training.

Pupil Participation

- All children with a MyPlan complete the 'Universal profile', produced by LA, at some point in the transition process into their new year, to express their likes, dislikes and where possible, to explain what helps them to learn.
- In discussions with class teacher and SENDCo, and parents if they wish, pupils will discuss progress from last their My Plan and help to set new outcomes.
- They will be asked to list their strengths, what they need help with, what helps them learn and what does not.
- They will be able to suggest outcomes in areas in which they are anxious and to help set outcomes they feel they can achieve.
- Teachers will support pupils to meet their agreed MyPlan outcomes during day to day lessons.

Parents Liaison

- When it is proposed that a child is put onto the SEND register, parents will be invited to a meeting with the SENDCo and Class teacher where the reason for the proposal will be discussed and strategies, interventions and targets explained.
- Parents will be asked for their views at every My Plan review and offered the opportunity to discuss it on an individual basis.
- My Plans are discussed at parents' consultations.
- Parents will be invited to attend every My Plan+ review
- Parents may ask to discuss and query the needs and outcomes of a My Plan/+ at any time and to meet with class teachers and / or SENDCo.
- Parents will be consulted before any outside agency referrals are made and their consent will be necessary.
- Parents will be invited to meet with outside agencies.
- Parents will be invited to annual reviews of EHCPs.
- Parents will be invited to discuss any changes to support or strategy.
- The SENDCo will work closely with parents as needed.
- Parents will be sent copies of completed My Plans.

Transition between phases

Dinglewell Junior School works with feeder and senior schools. For pupils with special education needs we operate an enhanced transition programme according to needs, including:

- Receiving SENDCo attending EHCP annual reviews in year 1 and 2, and years 5 and 6.
- Additional liaison between SENDCos.

- Additional visits to receiving schools.
- Passports in preparation.
- Involvement of outside agencies if needed.
- Individual arrangements as needed.

Governing Bodies

The Governing Body is required to have due regard to SEND within the School (ref; Code of Practice 2015, Gloucestershire Guidance Booklet 2016)

A SEND Governor will be appointed to ensure SEND work is supported and valued.

The SEND Governor should also:

- Keep abreast of work in school and keep the rest of Governing body informed through meetings and visits.
- Develop a supporting relationship with the SENDCo
- Develop an understanding of data, budget and local and national context of SEND

Links

Special educational needs and disability code of practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Children and Families Act 2014

<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Disability Discrimination Act 1995

<https://www.legislation.gov.uk/ukpga/1995/50/contents>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Gloucestershire Guidance Booklet 2016

https://search3.openobjects.com/mediamanager/gloucs/glosfamilies/files/gloucestershire_guidance_for_practitioners_working_with_children_and_young_people_2nd_ed.pdf