

Special Educational Needs and Disability (SEND)

Policy and Information Report

St. George's Junior School



Approved by: Mr M. Davies

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St George's Junior School, our vision is to ensure that every child receives a high quality education within an inclusive and caring environment. We aim to develop a culture of inclusion to enable all pupils to become happy, confident and enthusiastic learners through guiding and supporting children to achieve and reach their full potential.

St George's Junior School aims to:

- Meet the needs of children and young people with SEND within the four broad areas: Communication and Language; Cognition and Learning; Social, Emotional and Mental Health Difficulties (SEMH); Sensory and Physical needs
- Identify additional needs promptly and ensure effective provision is sought to meet that need
- Consult with parents, carers, class teachers and outside agencies to plan personalised provision to address needs and achieve the best outcomes for pupils with SEND and or disabilities
- Remove barriers to learners and ensure pupils have access to the curriculum, are able to build upon and develop skills to progress in understanding and to become enthused life-long learners
- Have trained, well-informed staff whom are equipped with skills in the identification and management of SEND
- Monitor the impact of provision to ensure it is matched appropriately to need
- Conduct plan, do and review cycles that involve information from a range of professionals; including the views of parents and carers, and pupil voice; thus to ensure effective outcomes are achieved

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The Head of Inclusion is Miss C Worley

SENDCO is Miss J McDonnell

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Mark Davies

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Ensuring all information regarding SEND is passed on to receiving teachers

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

At St George's Junior School, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Liaison between class teacher and SENDCO will determine whether special educational provision is required. Following this, desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents will be obtained to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Where special educational needs have been identified, parents will be consulted and invited to meet with the class teacher. In liaison with the SENDCO, teachers, parents and pupils will be involved in formulating a pupil centred plan, which sets termly targets and provision that are specific to the individual's needs. As part of a plan, do and review cycle, these targets will be reviewed and assessed each term by teachers and teaching assistants. Parents are invited to a meeting with class teacher each term to discuss, review progress and formulate next steps collaboratively.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Evaluate the effectiveness of provision in meeting needs
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly, each term and reported to parents and pupils through pupil centered planning meetings. This enables celebration of success through reviewing progress achieved against targets and outlining next steps to build upon skills previously obtained.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognise the importance of supporting children transitioning into and out of our school. A clear pathway of support is in place to guarantee that pupils are able to make their transition as effectively as possible.

Woodfield Infants School to St George's Junior School transition aims to:

- Have informed meetings between year 2 and year 3 class teachers
- Liaison and communication between both SENDCOs to ensure effective transfer of information
- Where applicable, meet with parents
- Arrange for pupils to make regular, scheduled visits to the school site during the summer term
- Be part of an external transitioning program

St George's Junior School to Secondary School transition aims to:

- Address concerns and worries through structured programs led by the learning mentor
- Support pupils prior to attending scheduled transition and open days
- Arrange for additional visits where appropriate
- Participate in an external transition program
- Liaise with receiving teachers and SENDCO to transition information to the new setting

We will share information with the school, or other settings the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

St George's Junior School is committed to providing quality and effective learning experiences for all pupils. Pupils with SEND will learn through interactive and dynamic teaching that takes account of needs and adapts/differentiated accordingly through quality first teaching.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

If appropriate, we will also provide the following interventions:

- Precision teaching
- Catch up Maths
- Catch up reading
- IDL dyslexia
- Phonics
- Sensory Circuits
- No worries
- Emotional regulation support
- Power of 2
- Toe by Toe
- Pastoral interventions
- Pre-teaching and post teaching
- Fix-it and Stretch-it sessions

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as no worries, anger management programs, precision teaching, and catch - up programs. Teaching assistants will support pupils in groups or on a 1:1 basis. We work with the following agencies to provide support for pupils with SEND:

- Woodlands Outreach
- Educational psychologist
- Spectra
- School nurse
- Speech and Language therapists
- Sensory inclusion
- Parent partnership
- 0-25 Emotional Health and Well Being Service (formerly CAHMS)
- Local authority advisors

5.9 Expertise and training of staff

We pride ourselves in having staff who are trained and up to date with relevant professional development, in an effort to maintain the high standards of SEND provision that we promote.

All staff in post from May 2018 received training on the delivery of precision teaching. Our learning mentor, alongside many of our teaching assistants, is trained in delivering social and emotional interventions, ranging from anger management, anxiety and attachment difficulties. A number of our staff are trained in delivering specific, evidence based catch up programs. Some staff received Tier 1 Autism Education Training, and one member has accessed Tier 2.

Specific speech and language training is accessed by our support assistants to support those children requiring specialist teaching.

In addition to drawing upon experiences from outside agencies, we offer regular support and in school training to collaborate and share expertise across the school.

5.10 Securing equipment and facilities

Any recommendation from outside agencies regarding equipment will be put into place to support pupils where necessary.

5.11 Evaluating the effectiveness of SEN provision.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at regular intervals
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Regular liaison with SEND governor to challenge and review provision

All of the above are communicated with Headteacher and SEND governor through a termly report.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The school website displays an accessibility plan outlining the provision that is put into place to ensure the physical environment, the curriculum and overall communication networks are accessible to those who have SEND needs.

- The school is on one level with easy access and wide doors.
- There is a disabled toilet.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- No worries program
- Zones of Regulation program
- Drawing and talking
- WISH
- Anxiety Gremlins program
- Sensory Circuits
- Friendship interventions
- Peer and buddy support
- Whole staff awareness of needs and strategies to support
- We have a zero tolerance approach to bullying
- Assigned staff and designated time for pastoral care
- Readily available support information on the website for parents, carers and young people

5.14 Working with other agencies

Where additional support is needed, we will liaise with various outside agencies to collaborate around support and provision for special educational needs. Support is accessed through the following services;

- Woodlands Outreach
- Shropshire Early Help
- 0-25 Emotional Health and Well-Being Service
- Educational Psychology Service
- Play therapy
- Crane Counselling (through Shropshire bereavement)

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENDCO in the first instance. If the issue remains unresolved, the complaints procedure should be followed.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

External support information can be accessed through the school website under the heading 'Key Information', 'SEND'. Here you will find a link to the SEND Local Offer. Other useful contacts include:

local.offer@shropshire.gov.uk
shropshirebeam@childrensociety.org.uk

BeeU Access Team can be contacted by phoning 0300 124 0093.

Early Help 0345 678 9021

Shropshire Speech and Language Advice Line 01743 450800

5.17 Contact details for raising concerns

The first port of call would be to liaise directly with a pupil's class teacher. Following this, contact with the SENDCO can be made through contacting:

senco@st-georges-jun.shropshire/sch.uk

5.18 The local authority local offer

The SEND local offer outlines information, services, and resources for children and young people aged 0-25 with special educational needs and/or disabilities, their families, and the practitioners who support them.

The local offer can be accessed through the following website. This is interactively linked on our SEN website page.

<http://shropshire.gov.uk/the-send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by [Miss J McDonnell](#) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding
- GDPR