



## Greengate Junior School

### **Special Educational Needs and Disability (SEND) Policy**

At Greengate Junior School we are committed to meeting the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our school's ethos, "Staff here know that Greengate is a place where we can nurture ALL children. It is a place where children are allowed to express themselves and their every talent, no matter how great or small!" Every teacher is a teacher of every child, including those with SEND.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0 – 25 years (30 September 2014)
- Schools SEN Information Report Regulations (2014) (See Greengate Juniors Local Offer on the school website)
- 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 (updated introduction) 2013

#### **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice: 0 to 25 years September 2014 states that: *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.*

*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 a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.'*

## **Aims**

Our school's aim is for all children to achieve their best. For children with Special Educational Needs, this will involve some additional support, long or short term, depending on their need. Predominantly, these needs will be met within the classroom environment through high quality teaching and adjustments in task, support, organisation or resources.

At Greengate we have a specialist nurture facility, supporting a group of children who need extra help and care when accessing our mainstream education and curriculum. This group, The Greenfinches, has been instrumental in maintaining and improving the education and social skills of a significant group of our pupils. The Hive provision works with children who need extra help with improving their social and emotional skills. In Greenfinches and The Hive, we aim to provide a caring, nurturing and safe environment where pupils are provided with experiences that make them feel valued and respected. We help our pupils recognise, understand and develop skills to improve social and emotional well-being. We continue to remove learning barriers and to motivate pupils through a wide range of learning opportunities. We do this by following the six principles of nurture.

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. We aim to focus on outcomes for children and not just hours of provision and support. We aim to raise the aspirations of and expectations for all pupils with SEND and aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

## **Objectives**

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

1. Build upon the strengths and achievements of the child
2. Encourage pupils to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
3. Identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised
4. Plan an effective curriculum to meet the needs of children with special educational needs such as in our Provision Map and where necessary ensure that the targets set on Personal Support Plans are specific, measurable, achievable, realistic and time related (SMART)
5. Involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Pupil Support Plans
6. Work in close partnership with, and involve, parents/carers of children who have special educational needs
7. Ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them
8. Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone e.g. Educational Psychologist, Speech and Language Therapy, Child and Adolescence Mental Health Service (CAMHS)

9. Work towards developing expertise in using inclusive teaching and learning strategies
10. Work within the guidance provide in the SEND Code of Practice, 2014

### **Equal Opportunities and Inclusion**

At Greengate Junior School we are a fully inclusive school who ensures that all children achieve their full potential in all areas of the curriculum, regardless of gender, ethnicity, social background, religion, physical ability or educational needs. In this school provision for pupils with special educational needs is the responsibility of all members of staff.

We respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Learn at different rates
- Require a range of different teaching strategies, resources and experiences

Teachers respond to children's needs by:

- Providing differentiated support in all curriculum areas,
- Planning to develop children's understanding through the use of all senses and a range of experiences,
- Planning for children's full participation in learning and in physical and practical activities,
- Helping children to manage their behaviour, enabling them to participate effectively and safely in learning,
- Helping individuals to manage their emotions and to take part in learning, particularly trauma or stress, and to take part in learning. (Our school councillor facilitates this.)
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

### **Responsibility for SEND provision**

#### The Inclusion Manager (SENCo)

Miss A. Phillips is responsible for managing the school's response to the provision made for pupils with SEND. She can be contacted by telephone on 01229 812592 or by email [admin@greengate-jun.cumbria.sch.uk](mailto:admin@greengate-jun.cumbria.sch.uk) . Miss Phillips has achieved the post graduate National Award for SEN Co-ordination..

The SENCo is responsible for co-ordinating the provision of special educational needs throughout the school. Working closely with the Head teacher, Senior Leadership Team and class teachers the SENCo role includes:

- Day to day operation of the SEN policy;
- Providing advice to staff supporting and liaising with them;
- Seek to develop effective ways of overcoming barriers to learning;
- Be involved with monitoring the standards of pupil's achievements and in setting targets for pupil improvement;
- Oversee the SEN records on all pupils with SEN;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;

- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person;
- Co-ordinating the range of support available to children with special educational needs;
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

### **The Governing Body**

The Governing Body fulfils its statutory requirements to secure the necessary provision for any pupil identified as having Special Educational Needs and ensure that all teachers are aware of the importance of providing for these children. The SEN Governor, Mrs E. Jamieson, will support the Governors to fulfil their statutory obligations by ensuring;

- the governors receive a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

### **Identifying Special Educational Needs**

Section Six of the SEN Code of Practice 2014 states that pupils' Special Educational Needs can generally be thought of in four broad areas of need. These are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical impairment

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We recognise that many pupils have a range of needs which do not fit neatly into one category but rather overlap the broad areas. At Greengate Junior School, we always see the pupil first and foremost as a child, and consider the needs the child has as a whole child, not just their special educational needs and/or disability.

### **Other needs which do not constitute SEN**

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- having a disability
- attendance and punctuality
- health and welfare
- using English as an additional language (EAL)
- being in receipt of pupil premium grant
- being a looked after child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

### **A Graduated Approach to SEN Support**

A graduated approach is central to all we do as a school as we continually assess, plan, implement and review our approaches to teaching all children. The school will use the graduated approach as advised in the Code of Practice 0-25 Years. **Class Teachers at Greengate Junior School are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from a teaching assistant or specialist staff.** High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have Special Educational Needs (SEN).

Children are assessed regularly for reading, writing and maths and the SENCo has discussions with the class teachers on a regular basis to discuss any children working below the age related expectations. Tracking of all children is monitored in detail on a termly basis by class teachers and the SENCo and this highlights children who may need further assessments, discussions or observations to identify if further support is needed.

If a child is not making adequate progress in line with national expectations, despite appropriate intervention and good quality personalised teaching, they will be identified as having Special Educational Needs (SEN) and a PSP will be written.

For children with Special Educational Needs (SEN), Personal Support Plans (PSP's) are written and reviewed termly and these are sent home at the start of each term for parents to read and sign. Children are involved, wherever possible, in the setting and reviewing of their targets on their PSP and they are invited to comment on their targets and these are included on their PSP.

**ASSESS** - The teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCo, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

**PLAN** – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents will be sent a copy of the PSP for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date is also included on the PSP and this is usually termly.

**DO-** The strategies and interventions agreed in the PSP will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

**REVIEW-** The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Parents are invited to a termly meeting with the SENCo and/or class teacher.

The pupil's progress will be monitored on a weekly basis by the class teacher, STA and SENCo. Adjustments to the targets will be made to support progress. After an agreed period a review will be held to which parents will be invited to evaluate the progress and discuss the next steps. This may be at the termly Parent's Evening.

If the pupil continues to make less than expected progress school will consider, in discussion with parents, involving external specialists. If necessary, parents will be asked to provide information for the Early Help Assessment form. Other referrals to therapists etc will be sent with parental permission. Where external agencies are involved, the SENCo will be responsible for liaising with those agencies. The SENCo will also provide advice and guidance throughout the process, and may carry out some additional assessment. The SENCo will update all records of provision and impact of that provision.

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- the child's personal support plans (PSP's)
- records of reviews with pupils and parents, and their outcomes
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website [www.cumbria.gov.uk](http://www.cumbria.gov.uk). The local authority must make a decision within 6 weeks whether or not to proceed with an EHC needs assessment. It must inform the following people of its decision: parent, health service, local authority officers responsible for social care for children and the head teacher.

All EHCP's must be reviewed at least annually. The SENCo initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHCP will be recorded. The SENCo will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

*“An EHC assessment will not always lead to an EHC plan.” (SEND Code of Practice 2014) “The information gathered during an EHC assessment may indicate ways in which the school can meet the child’s needs without an EHC plan.” (SEND Code of Practice 2014).*

*“If the local authority decides not to conduct an EHC needs assessment it must inform the parents of their right to appeal that decision and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services.” (SEND Code of Practice 2014)*

### **Local Offer**

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Greengate Juniors has written their own Local Offer and this can be found on the school website [www.greengatejuniorschool.co.uk](http://www.greengatejuniorschool.co.uk) . This indicates the type of provision the school currently offered to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCo records the cost of provision made through provision mapping.

### **Criteria for Exiting the Special Needs Register**

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations OR the progress they have made over the Key Stage is now within national expectations, then they will be removed from the SEN register. The pupil will continue to be monitored to consider ongoing progress.

### **Admission Arrangements**

Please refer to the information contained in our school prospectus and our admissions policy. The admission arrangements for all pupils with special educational needs will be admitted to Greengate Junior School in line with the school’s admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act’s requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs.

### **Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed. Further information can be found in the school’s policy for Supporting Pupils with Medical Conditions.

### **Storing and Managing Information**

Information collected about a pupil’s SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupil’s parents, the Headteacher and the SENCo.

Information should be held electronically wherever feasibly possible; this is because the Local Authority requires submissions for requests for support, assessment and advice to be made electronically through the school's secure 'portal'.

Paper copies of confidential information regarding a pupil's SEN is kept in the pupil's SEND file. All files of pupils with SEN are stored in locked cabinets. Should a pupil move schools, their SEN file will be forwarded to the receiving school at the earliest opportunity and within the period stipulated by Cumbria County Council.

### **Admissions and links with other schools**

In the case of a pupil joining the school from another school, Greengate Junior School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

At Greengate Junior School we believe in good communication between schools and parents. It is important that any relevant information is shared in confidence as soon as possible so that appropriate support can be put in place for a child to ensure a smooth transition.

On transfer to secondary school the Year 6 teachers and Miss Phillips (SENCo) will meet with the SENCo of the receiving school to discuss SEN records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Additional transition days or visits for children with SEND are arranged by the SENCo to make the transition between schools or classes smoother. This may involve a child visiting a secondary school with a Teaching Assistant to familiarise themselves with their new environment, take photographs and have any questions they may have, answered.

Transition sessions are provided by Greengate Junior School, usually in the Summer term, for Year 6 children who are transferring to secondary school. Within these sessions children are given the opportunity to discuss any concerns or anxieties that they may have or ask questions in relation to their new secondary school.

### **Bullying**

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Greengate Junior School endeavour to generate a culture of support and care among pupils.



