

GRANGE PARK JUNIOR SCHOOL



Children with Special Educational Needs and Disability Policy

Last review date:	23rd March 2021
Approved by:	Governing Body
Next review date:	23rd March 2022
Person/s responsible:	Mrs K Ali (Assistant Head teacher/SENDCo) Miss K Doohan (Acting Assistant Head teacher / SEND teacher)

Children with Special Educational Needs and Disability Policy

Our Ethos/ Vision

At Grange Park Junior School we are committed to giving all our children every opportunity to be the best that they can be. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

Definition of SEN and Disability (SEND)

At our school, we use the definition for SEN and for disability from the SEND Code of Practice (2015). This 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 a 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 a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Key Roles and Responsibilities

SENDCo: The SENDCo is Mrs Komal Ali - kali26.312@lgflmail.org

The SENDCo has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENDCo is a member of the leadership team.

SEND Link Governor: The SEND governor is Mr Nirmal Dhanjal. He has responsibility for monitoring policy implementation and liaising between the SENDCo and the Governing Body.

DSL: The Deputy Head teacher, Ms Lorita Oliver, has specific responsibility for safeguarding and is the Designated Safeguarding Lead (DSL) - loliver16.312@lgflmail.org

SEND teacher: The SEND teacher is Miss Kim Doohan.

The SEND teacher is responsible for supporting the progress and development of SEND pupils, providing support and interventions for SEND pupils, regular liaison with parents, class teachers and the SENDCo, and supporting the SENDCo and class teachers in the writing and reviewing of targets for pupils with SEND.

Class teacher: The class teacher is responsible for the progress and development of all pupils including those with SEND, ensuring the pupils Learning Plans implemented in the classroom, regular liaison with parents and the SENDCo, effective deployment of additional adults, and supporting the SENDCo in the writing and reviewing of targets for pupils with SEND.

Aims and Objectives

Aims

At Grange Park Junior School, all pupils, regardless of their particular needs, receive first quality teaching that is differentiated, personalised and that meets the needs of all children, enabling 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, based on their age and starting points. As a school, we ensure that pupils with SEND have the support they need, whilst having access to a broad and balanced curriculum. Working in partnership 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 their practice within the guidance set out in the Code of Practice, January 2015.

Identification of Needs

The identification of SEND 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 children 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 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, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. 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 learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

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 or disturbing behaviour. This behaviour may reflect underlying mental health difficulties such as anxiety or depression, self-harming, 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 the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

A Graduated Approach to SEND 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. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENDCo, by raising a concern through pupil progress meeting or on CPOMS in the first instance.

In deciding whether to make special educational provision, the teacher and SENDCo will consider all of the information gathered from within the school about the pupil's progress,

alongside the views of parents/carers and pupil. During this stage in class strategies or interventions may be put in place as a pupil's response to such support can help to identify their particular needs and referrals to external professionals may be made.

Particular care is taken when identifying and assessing SEND for children whose first language is not English.

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

- Educational Psychology Service (Edpsych)
- Hillingdon Talks, Moves and Plays: Children's Integrated Therapy Service
- London Borough of Hillingdon - Inclusion Team
- London Borough of Hillingdon - Early Support Team
- London Borough of Hillingdon - Sensory Intervention Team
- London borough of Hillingdon - Participation Team
- School Nurse/Pediatric health team
- Behaviour Support Service (BSS)
- HACS - Hillingdon Autistic Care and Support
- Children's Services
- Child and Adolescent Mental Health Service (CAMHS)

If the support required is different from or additional to what is ordinarily offered by the school, then the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a graduated approach cycle of **assess, plan, do, review** with the child/young person at the centre of the process. An individual plan, which includes a one page profile, may be started. This plan is intended to be a working document which is regularly updated as more is understood about the child's SEND, including their response to interventions. Where a child and family would benefit from coordinated 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:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher, with support from the SENDCo, will put together a Learning Plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCo will provide support, guidance and advice for the teacher.

Review: The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENDCo, parent/carer and the pupil. This will inform the planning of next steps for a further period, or where successful, the removal of the pupil from SEND Support.

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, review. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

Parents/Carers of a pupil with an EHC plan will receive an invitation to attend their annual review and pupils will attend part of the meeting to share their achievements for the year and aspirations for the future.

SEND Provision

SEND support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a learning support assistant

- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- access to Wellbeing support

Managing the Needs of Pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Individual plans are reviewed termly with parents and pupils.

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 plan is implemented in the classroom
- regular liaison with parents and the SENDCo
- effective deployment of additional adults
- identifying on class planning the provision they are making for pupils with SEND
- with support of the SENDCo, writing and reviewing Learning Plans
- reading individual pupil record on CPOMS

Directed Teaching Assistants are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies, programmes and advice from specialists
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher and SENDCo
- reading individual pupil record on CPOMS

The SENDCo is responsible for:

- the SEND policy and its implementation

- coordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records on CPOMS
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- coordinating annual reviews
- supporting staff in identifying pupils with SEND
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

The SEND teacher is responsible for:

- supporting the progress and development of SEND pupils
- providing support and interventions for SEND pupils to ensure the needs of pupils with SEND are met
- providing support to all staff in understanding the needs of pupils with SEND
- maintaining regular liaison with parents, class teachers, outside agencies and the SENDCo
- supporting the SENDCo and class teachers in the writing and reviewing of targets for pupils with SEND.

Criteria for adding a pupil to the SEND Register

In deciding whether to add a pupil to the SEND register, the Graduated Approach will be followed by the teacher and SENDCo, who will also consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. Parents/Carers will be informed, in writing, before their child is added to the SEND register.

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained. Parents/Carers will be informed, in writing, before their child is removed from the SEND register.

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

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. Further information regarding requests for EHC plans can be found on the London Borough of Hillingdon's website:

<https://www.hillingdon.gov.uk/article/4409/Levels-of-support>

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with SEND;
- consider all applications that do not have an EHC plan;
- not refuse to admit a child who has SEND but does not have an EHC plan because we feel that we will be unable to provide the necessary support;
- not refuse to admit a child on the grounds that they do not have an EHC plan.

Supporting parents/carers and children

We provide support in the following ways:

- the SLT, including the SENDCo operate an open door policy for parents/carers seeking support and advice
- support from the Inclusion officer - Miss Phillips (dphillips24.312@lgflmail.org)
- additional time and special arrangements for SATs
- support for transition between classes
- transition support for vulnerable Y6 pupils transferring to secondary school
- inviting the SENDCo of the receiving secondary school to the final Annual Review in year
- transition support for vulnerable Y3 pupils transferring to the junior school
- attending the Annual Review for vulnerable Y3 pupils transferring to the junior school

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 of 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, e.g. an extra adult to accompany a child on school trips/residentials.

Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

The school welfare officer is responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEND

The SLT 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 SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

The SENDCo maps provision for each class and individual. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each term we review the needs of the cohort and if necessary make changes to our provision.

The SEND Governor is responsible for:

- monitoring the effective implementation of the SEND policy
- liaising termly with the SENDCo
- reporting to the governing body on SEND
- ensuring that pupils with SEND participate fully in school activities

Training and development

All school personnel and governors:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - The SEND Code of Practice
 - The Graduated Approach

- Inclusion
- Differentiation
- Pupil Monitoring
- Working with pupils with SEND
- Safeguarding and Child Protection
- Intervention programmes
- receive periodic training so that they are kept up to date with new information

Awareness training will be provided by the SENDCo and by support teachers on specific topics and concerns.

The SENDCo attends network meetings (Hillingdon SENDCo forum) to share good practice with colleagues in the Local Authority.

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 the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Pupil SEND records are available online through CPOMS. Individual SEND files are transferred to receiving schools when pupils leave Grange Park Junior School.

Reviewing the SEND Policy

The SEND policy is reviewed annually by the governing body.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Grange Park Junior School to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents/carers feel their child's needs are still not being met they should make an appointment to see the SENDCo. If concerns are still unresolved parents may wish to use the Hillingdon Information, Advice and Support Service for Special Educational Needs and Disability (SENDIASS) sendiass@hillingdon.gov.uk or engage with the School complaints procedures.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We believe that policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, <http://www.grangeparkjuniorschool.co.uk/policies/>
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

School SEND Information Report (2019)

The National Curriculum in England Key Stage 2 framework document Sep 2013

GPJS Child Protection and Safeguarding Policy (2018)

GPJS Accessibility Plan (2017)

Teachers Standards 2012

Appendix 1: Key Documentation

The following documents have informed this guidance which parents may find helpful:

GPJS SEND Information Report (Local Offer)

Can be found on the SEND page of Grange Park Junior School website.

Special educational needs and disability code of practice: 0-25 years (January 2015)

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

Special educational needs and disability: a guide for parents and carers (August 2014)

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions (December 2015)

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Equality Act 2010

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Hillingdon Local Offer Website

<https://www.hillingdon.gov.uk/send>

APPENDIX 2: Related School Policies/Documents

Safeguarding Policy

Accessibility Plan

Admissions Policy

Anti-Bullying Policy

Behaviour Policy

Complaints Policy and Procedures

Equality Policy

SEND Information Report (Local Offer)

Mental Health & Wellbeing Policy