



Ashbrook Junior School

SEN&D Policy

January 2023

SENDCO

Mrs Johnstone is the SENDCO (Special Educational Needs and Disabilities Co-ordinator) for Ashbrook Junior School. She is responsible for co-ordinating the additional provision for pupils with Special Educational Needs or Disabilities at the school.

Mrs Johnstone qualified with the National Award for SEN Co-ordination in December 2013. She is also the Deputy Headteacher of the school. She can be contacted at school by making an appointment with the school office.

Our Aims and Objectives

At Ashbrook Junior School we are concerned with meeting the needs of all children. We aim to provide effective support for children with special educational needs and children with disabilities, ensuring that all children have access to the full curriculum provided by the school and are fully included in the school community. Support will be given at the earliest opportunity with pupils and their parents involved in decisions. All staff are committed to and responsible for removing barriers to learning and ensuring progression. Emphasis will be upon maintaining high levels of self-esteem so that all children achieve their full potential.

The effectiveness of provision for pupils with special educational needs will be monitored and evaluated on an annual basis. Every teacher is accountable for the progress of children in their class, including the progress of children with SEND.

As a school, we feel that it is very important to raise the aspirations and expectations for all pupils with SEND. We focus on the outcomes and wellbeing for children and not just the hours of provision/ support.

How do we achieve our aims?

We work towards the following objectives:

1. To identify and provide for pupils who have special educational needs, additional needs and disabilities.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs and disabilities.
4. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs and disabilities.

Identifying Special Educational Needs

The SEND Code of Practice 2014 refers to four broad categories of need. Ashbrook Junior School uses these key areas to identify areas in which children may need additional support or provision. They are as follows:

1. Communication and Interaction

‘Children and young people with speech, language and communication needs (SLCN) have 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. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, 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.’

2. Cognition and Learning

‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.’

3. Social, Emotional and Mental Health Difficulties

‘Children and young people 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.’

4. Sensory and/ or Physical Needs

‘Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.’

Despite these four categories, the purpose of identification of Special Educational Needs is to inform the school on the actions we can take to support each child. At Ashbrook Junior School, we endeavour to meet the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child.

Other factors which are not SEN but may impact on progress or attainment

- Attendance
- Health and Welfare
- Having English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

All of these factors are monitored throughout the school but do not form part of SEN provision.

Behaviour

Behaviour is no longer recorded as a Special Educational Need. Instead, we look at behaviour as an underlying response to a need which we can work to identify within the four broad areas of need (outlined above).

A Graduated Approach to SEN Support

The school takes a graduated approach to special educational needs provision following the guidance listed in the Special Educational Needs Code of Practice (2014).

Quality First Teaching

All children have a basic entitlement to quality first teaching in the classroom. Sometimes, if a child has fallen behind in school, their needs can be met by differentiated teaching approaches. This is our first step in supporting children. Each class teacher is accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Listening to the views of Parents/ Carers and Children

If a child does not make progress or there is a concern about a possible Special Educational Need, the class teacher will have a discussion with the SENCO and parent/ carer about the additional support or provision needed.

If necessary, a meeting will be held with the child, parent/ carer, teacher and SENCO to develop an Inclusion Passport. Here, we listen to the views of the child, parent/carer and teacher before working together to develop some targets and outlined provision for the child. These targets are reviewed at least three times per year.

External Agencies and Other Professionals

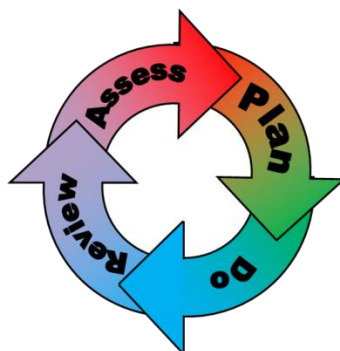
If the child continues to struggle to meet their targets or more support is needed, additional support may be needed from outside agencies. Parents/ carers can also request that referrals are made. At all stages, Parents/ Carers will be involved and made aware of any additional provision.

Outside Agencies which may be involved in working with children in school include:

- SSSEN (Support Service for Special Educational Needs)
- Educational Psychologist
- Speech and Language Therapy
- Visual Impairment Service
- Hearing Impairment Service
- Physical Impairment Service
- Behaviour Support Service
- School Nurse Service
- Occupational Therapy
- Physiotherapy
- Voluntary Agencies

More details about the support which children with SEND can access can be found as part of Derbyshire's Local Offer at: www.derbyshiresendlocaloffer.org/

The Assess – Plan – Do – Review Cycle



Working with children with Special Educational Needs or Disabilities involves a cycle of assessment and action known as the 'Assess-Plan-Do-Review' Cycle. Assessments are made regularly. These can be formalised assessment tasks or activities, or records of observations. As a result of these assessments, plans are made which are normally recorded as part of the child's **Inclusion Passport**. At this time, parents/ carers views and those of the child form the basis of the provision made to support the child in moving forward with particular areas of difficulty. The format of the inclusion passport can be found in Appendix 1. Once particular interventions have taken place, progress is reviewed and new targets are set. Inclusion Passports are reviewed with parents/ carers and children at least three times per year.

Managing Pupils Needs

1. If children are identified as having a particular Special Educational Need or Disability, parents/ carers will be invited into school to discuss a joint approach towards supporting their child to make progress within their area of difficulty. At this stage, it will be decided whether the child needs to receive support which is additional to or different from that of the other children in class. If this is the case, the child will be designated as receiving '**SEN support**'.
2. Children in receipt of 'SEND support' will receive additional intervention in order to support them in achieving their targets. This will be agreed as part of a dialogue between parents/ carers, children and school staff with the views of all parties being recorded on the child's **Inclusion Passport**.
3. Teachers and the SENDCO will then work together to record and monitor the child's progress within particular interventions through the school's **Provision Map**.
4. The SENDCO monitors the progress of individuals and groups through the provision mapping process. This allows staff to alter or maintain provision according to how much progress has been made. This also forms the basis of a discussion between staff and the Headteacher at Pupil Progress Meetings.
5. When working with children and parents/ carers, Derbyshire's local offer for SEND is

used www.derbyshiresendlocaloffer.org/ to support with organising effective provision.

6. At times, additional support from outside agencies may be requested or required. Details of these agencies can be found under the section 'External Agencies and Other Professionals' above. The impact of additional intervention is also monitored by the SENCO.

If a child's learning requires more support than can be provided through normal school resourcing, it is possible to apply for additional funding and support through the **Graduated Response for Individual Pupil (GRIP)**. Further information can be found at:

http://localoffer.derbyshire.gov.uk/getting_support/grip/default.asp

If a child requires more support than can be accommodated within the 'SEN Support' level, parents/ carers may request that an assessment is made by for an **Educational Health Care plan (EHC)**. An Education Health Care needs assessment can be requested. Further information about this process within Derbyshire can be found at:

www.derbyshiresendlocaloffer.org/getting_support/education_health_care_plans

Derbyshire will consider the following criteria when when agreeing an EHC needs assessment:

- The child or young person is experiencing significant and complex barriers to learning, participation and achievement.
- The child or young person is experiencing significant delay in their academic achievement and has not made expected progress.
- The child or young person experiences significant and complex barriers to learning, participation and achievement, for which normally available resources may not be sufficient.
- There are still significant barriers to the young person achieving and this could be met by the use of an EHC plan.

At all stages, parents/ carers are involved and kept informed at the Inclusion Passport meetings three times per year.

Criteria for Exiting the SEND Register

If a child makes enough progress for their support to be given as part of normal classroom differentiation, a discussion may be had with parents/ carers about removing the child from the SEND register. This would mean that they were no longer assessed as having 'SEND support'. The progress of the child would then be monitored to ensure that they are coping at the new level of provision within class. If a child seems to need more support than they are receiving, parents/ carers would be informed and a return to 'SEND support' could be considered.

Supporting Pupils and Families

Parents and carers are welcomed into school and encouraged to make an appointment to meet with the child's class teacher or the SENCO if they have any concerns. We encourage parents/ carers to make use of Derbyshire's Local Offer for SEND (at: www.derbyshiresendlocaloffer.org/). The school publishes an **SEND Information Report** on the school's website (www.ashbrook-jun.derbyshire.sch.uk/parents/send). This details policies and procedures for SEND and contains useful information about who to contact and how to do so. There is also information about the provision available in school.

Ashbrook Junior School shares a site with the Support Service for Special Educational Needs (SSSEN) and has close links with this service.

Our in-school Family Resource Worker, Susan Whitehead, is able to offer support and advice to children and families who are being assessed for additional needs or who have statemented/ EHC SEN needs. Ms Whitehead can offer in-school support to children, through carrying out one-to-one outside of lesson time, covering a range of activities and topics tailored to best promote their well-being in line with their specific needs. Ms Whitehead is also able to offer support to parents and carers, through signposting and helping to refer them onto external agencies and services who offer support, respite and groups for children with SEND.

At the end of Key Stage 2 SATs, we can make applications for '**Access Arrangements**' to support children with SEND to access the test materials. This can include: applications for additional time; modified tests for children with visual impairment or hearing impairment; the use of rest breaks; prompters for children with ADHD; readers for the Mathematics or Grammar, Punctuation and Spelling tests for children whose reading level would not allow them to access the test materials; rest breaks or the use of a scribe. For any of the applications, we make an application to the Standards Testing Agency and school will be informed about whether this support is acceptable. We will then give children the chance to practice a mock test using this support so that they are prepared for the format and structure of their testing.

At the **transition** from Key Stage 1 to Key Stage 2, the SENDCO and the Year 3 teachers meet regularly with the SENCO and teachers at the Infant School to discuss the needs of any children with SEND who will be moving to the Junior School. Additional transition arrangements are made to support the child's transition to Junior School. This could include: additional visits, making a photo book with information about the school; additional meetings with parents/ carers, etc.

At the **transition** from Key Stage 2 to Key Stage 3, the SENCO and Year 6 teachers meet throughout Year 6 with the teachers at the local secondary schools. Additional transition

arrangements are made with the secondary school to support children with the move to secondary school. Meetings will also be held with parents/ carers to discuss the best way to support their child in this important move.

Supporting Pupils at School with Medical Conditions

Ashbrook Junior 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 children with medical conditions may also have Special Educational Needs. They may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. Children who do not have a statement or EHC plan will be given a Health Care Plan which will be written alongside parents within school.

The school has a duty under Section 100 of the Children and Families Act 2014 to make arrangements for supporting pupils at school with medical conditions. The school's arrangements for pupils with Medical Conditions is set out in more detail in our policy: 'Supporting Pupils at School with Medical Conditions'.

Monitoring and Evaluation of SEND

At Ashbrook Junior School, we regularly monitor and evaluate the quality of provision we offer all pupils. More details of this can be found in the 'Managing Pupils' Needs' section.

In addition to this we audit the provision used for intervention on an annual basis. The views of parents/ carers of children with SEND are taken into account regularly with meetings that are held as part of the Inclusion Passport Process. These meetings take place at least three times per year. The views of statemented children and those with an EHC plan are also recorded as part of the Annual Review process.

We promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

All staff receive appraisals and through this, the training needs of staff are identified and planned. All staff are encouraged to partake in training to develop their awareness and skills for supporting children with Special Educational Needs and Disabilities. Teaching Assistants and teachers benefit from a regular programme of training provided by the SSEN

service. Further training is also provided by other outside agencies (see section 'External Agencies and Other Professionals') as required.

All of the teachers at Ashbrook Junior School are qualified and our school strives to provide high quality teaching and learning for all children, including those with SEND. Training needs are continually being identified and addressed. This may include whole school training on SEND issues or to support identified groups of pupils in school, such as autism, dyslexia, etc. Teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Our Teaching Assistants also have a range of expertise in a variety of specialised areas including autism, complex needs and behavioural needs.

Roles and Responsibilities

Every teacher is accountable for all children in their class, including the children with SEND.

The SENDCO (Mrs Johnstone) is responsible for co-ordinating the additional provision for pupils with Special Educational Needs or Disabilities at the school. As part of this role, she is the line manager for the SEN Teaching Assistants. She is also responsible for managing the school's responsibility for meeting the medical needs of pupils.

In line with the recommendations in the SEN Code of Practice 2014, the SENDCOs key roles and responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with SEN;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising a on graduated approach to providing SEN Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, including the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the head teacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school or maintained nursery keeps the records of all children with SEN up to date.

The SEND Governor (Glyn Stenson) meets the SENDCO on a regular basis to keep up-to-date with SEND developments within the school and to review the implementation of the SEND policy on an ongoing basis.

Parents can consult with Derbyshire Information Advice and Support Service for Special Educational Needs and Disability (formerly known as 'Parent Partnership') at any point to request advice. Details can be found at: <https://www.derbyshireiass.co.uk/home.aspx> . Parents who wish to contact the school concerning an SEND issue should in first instance contact the class teacher and then the SENDCO- Mrs Johnstone.

In cases where parents/carers find that the action taken is unsatisfactory, or that they have further cause for complaint they can also contact in this order:

Headteacher

Governor for SEN

Chair of Governors

Local Authority

Please see the complaints procedure for more details.

Storing and Managing Information

The school will record the steps taken to meet pupils' individual needs. The SENDCO will maintain the records and ensure access to them. All letters/records to and from agencies/health/external professionals will be stored in a locked cabinet, along with:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Copy of Inclusion Passports and reviews of Inclusion Passports.

The head teacher and the SENDCO have access to the locked cabinet. Class teachers and TAs are responsible for storing Inclusion Passports in a place where they can be viewed and used daily.

Reviewing the policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

This policy was written by Mrs Johnstone in December 2014 after discussion with staff and the SEND governor. It is reviewed annually.

Appendix 1



Ashbrook Junior School – Inclusion Passport

Name of child: _____

Inclusion passport version number: _____

Discussion with child on: _____

Meeting with parents/ carers held on: _____

Child's views

In the future, I would like to _____

The skills I need include _____

In school, I am good at _____

I would like to get better at _____

I need this help: _____

Child's areas of strength

Child's areas of difficulty

Parents views/ concerns

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Next Steps:

Area of difficulty	Target	Agreed strategies/ intervention	Outcome

Review date: _____

Comments on review (include views of child, parents/ carers and school staff)

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