

SURREY COUNTY COUNCIL



MEATH GREEN JUNIOR SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Summer Term 2023 to 2024

**Designated Person responsible for managing provision for children and young
People with SEND - Mrs Sarah Covell (NASENCo) -
The SENCo is a member of the Senior Leadership Team**

'You don't have to be the best - just do your best'

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We are registered as a Dyslexia Friendly school (updated for Summer Term 2023)

The award is issued to schools or organisations that can demonstrate they provide high quality education and/or practice for dyslexic individuals. Obtaining the Quality Mark provides a framework for schools to improve their understanding of dyslexia and literacy difficulties and to develop strategies that support the achievement and engagement of dyslexic learners.

Becoming a dyslexia friendly school requires the involvement and engagement of all of those within the school, and a review of the schools' approaches to teaching and learning; monitoring and assessment; differentiation; and high-quality practice across the range of ability and need. This impacts all areas of our teaching and learning policy. New members of staff will receive dyslexia awareness training as part of the induction program. **Please refer to our Dyslexia Friendly policy for further information.**

Section 1 - Key Roles and Responsibilities

SENCo

The SENCo has day-to-day responsibility for the operation of SEN Policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education and Health Care Plans (EHCPs). Part of the role of the SENCo is to co-ordinate arrangements with the class teacher/year group leader regarding those pupils with SEN and disabilities.

The SENCo's contact details are:

e-mail: senco@mgjs.org

telephone number: 01293 784298

Name of SEND Governor: Mrs Laura Wandrag

Names of Persons responsible for Safeguarding: Mr P Amerio, Mrs S Beasley, Mr R Newell, Mrs T Stacey and Mrs S Covell

Names of Persons responsible for managing Pupil Premium (PP)/Looked After Children (LAC) funding: Mr P Amerio, Mrs S Beasley, Mrs S Covell

Names of Persons responsible for medical needs: Mrs S Walker

Section 2 - Introduction and Compliance

This policy was created in partnership with the Head Teachers, the SEND Governor and the SENCo. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice (2014). You can get a copy of our policy from our school website under www.mgjs.org or by request at the school office.

Meath Green Junior School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At Meath Green Junior School every teacher is a teacher of every pupil, including those with Special Educational Needs and Disability (SEND).

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND information report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England in Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Section 3 - Aims and Objectives

At Meath Green Junior School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and enable them to feel that they are a valued member of the wider school community.

Aims:

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give pupils with SEND the support they need.
- Ambitious, educational and wider outcomes will be set for them together with you as parents and with your child.
- We want all pupils to become confident individuals who will be able to make a successful transition from their previous setting into year 3, and then from year 6, onto the next phase of their educational journey.

Objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have SEND with pupils and their parents/carers at the centre.
- To develop effective whole school provision management of universal targeted and specialist support for pupils with SEND.
- To deliver a programme of training and support for all staff working with pupils with SEND, developing our practice within the guidance set out in the SEND Code of Practice (2014).
- To ensure effective communication to parents/carers of policies and practice relating to pupils with SEND.

Section 4 - Identification of Needs

Definition of Special Education Needs (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

For SEN: A child 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 difficulty or disability is a significantly greater difficulty in learning than the majority of others' of the same age. Special educational provision means educational provision that is additional to, or different from, that is made generally for others' of the same age in a main stream setting.

For DISABILITY: Many children that 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 tasks.'

In accordance with the SEND Code of Practice (2014), four broad categories of need are identified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category, and serves solely to identify the needs of each individual pupil in considering the whole child, not just his/her special educational needs.

Non-SEND needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of a serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEND and any concerns relating to a child or young person's behaviour will be described

as an underlying response to a need (e.g. Social, Emotional or Mental Health needs) which the school has recognised and identified clearly.

Section 5 - A Graduated Approach to SEND Support

At Meath Green Junior School all teachers are responsible for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have SEND. This is known as 'Quality First' teaching and is a priority of the school. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENCo to ensure that pupils are only identified with SEND if they do not make adequate progress, once they have had all the intervention/adjustments for at least a term and quality first teaching.

Section 6 - Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (Autumn and Spring terms) or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Once a child has been identified as having SEND, the class teacher and/or SENCo will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SEND Support
- Discuss assessments that have been completed
- Agree a plan and provision for the next term

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the SEND Code of Practice (2014). Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter and if required, parents and children, will be invited to meetings to review progress made, set further targets and agree provision. We detail below what we will do for each part of the cycle:

Assess: 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 the assessments and guidance from other education professionals e.g. educational psychologists (EPs), the health services or from social services, where appropriate.

Plan: Where SEND support is required the teacher and SENCo with the parents/carers will put together a 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 him/her using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through the home/school diary system or communication with the teacher/SENCo.

Do: The class teacher is responsible for working with the pupil on a daily basis. He/she will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo 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, SENCo, parents/carers 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. For pupils with an Education and Health Care Plan (EHCP), the Local Authority (LA) must review the plan at least annually; the SENCo makes arrangements for the Annual Review to take place and invites professionals that have been working with the family, to attend (e.g. the Speech and Language Therapist).

Section 7 - Curriculum Access and Provision for SEND

Pupils identified as having special education needs and disabilities, will be provided for in a variety of additional ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals. This graduated response in the form of Wave 1, Wave 2 or Wave 3 provision listing all the interventions we currently use and is detailed on our Whole School Provision Map (see our website for full details). The snapshot of the range of provision provided includes:

- In class support for small groups with a teacher or Teaching Assistant (TA)
- Small group withdrawal with TA or Learning Support Assistant (LSA)
- A special learning programme for your child
- Provision of alternative learning materials/specialist equipment
- Supporting your child with physical difficulties, such as eating, getting around school safely, remembering to go to the toilet or dressing
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Inclusive Practice Service (STIPs) or other support services for advice on strategies, equipment and staff training

Section 8 - Management of Special Educational Needs and Disability (SEND) within School

The head teachers and the governing body have delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs Co-Ordinator

(SENCO). The SENCO is responsible for reporting to the head teachers and the governor on the day-to-day management of SEND and the SEND policy. The SENCO has qualified teacher status, is a member of the Senior Leadership Team (SLT) and completed the National Award for SEN Co-ordination qualification (NASENCo), in 2012.

All school staff have a responsibility for pupils with SEND. All teachers are teachers of special educational needs. Teachers and all support staff are aware of their responsibilities towards pupils with SEND, and a positive and sensitive attitude is shown towards those pupils. Teaching Assistants (TAs) play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is year group based and pupil centred.

In line with the recommendations in the SEND Code of Practice (2014), the SENCO is responsible for:

- Overseeing the day-to-day operation of the policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Ensuring class teachers manage their teaching assistants
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND in conjunction with class teachers and teaching assistants
- Enabling appropriate staff development to take place
- Liaising with external agencies

The SENCO maintains a register of SEND pupils which is reviewed termly. On some occasions a more in depth individual assessment may be undertaken by the SENCO (i.e. regarding social and emotional difficulties, speech and language, phonics etc).

Section 9 - SEN Support

All pupils at SEN Support complete a Pupil Profile and are entered onto our provision mapping system. The Pupil Profile is used to record the child's: strengths and interests; what they enjoy about school; what they find hard and what helps them to achieve. This is completed with the child and acts as a guide to their class teacher. The information is updated during the year and used in transition for their new year group. For children receiving Wave 3 support, their targets are listed their Pupil Profile as Targets/Outcomes together with the intervention support they are receiving. For pupils with EHCPs, provision will meet the recommendations on the EHCP. The intervention support that is recorded on the Pupil Profile with Targets/Outcomes is that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's specific areas of need. The targets are agreed with the pupil, the class teacher, the SENCo and parents and are reviewed twice a year.

Moving to an EHCP

If children still do not make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHCP. Generally, we apply for an EHCP if:

- The child is looked after and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision

Having a diagnosis (e.g. ASD or ADHD) does not mean that a child needs to go onto the Special Educational Needs Register or is eligible for an EHCP.

If the application for an EHCP is successful, a member of the Local Authority (LA) will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHCP which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the height of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their targets, but without developing a learned dependence on an adult. The school has a range of interventions available which are listed and costed on a provision map. When considering an intervention, we look firstly at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention. As a guide:

- Interventions are planned in six-week blocks
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a

new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

The SENCo has the responsibility for the removal of a pupil from 'support' on the SEND register. This decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate SLT/teaching staff/outside agencies and parents.

Section 10 - Supporting Pupils and Families

Families of pupils with SEND are guided towards the following:

- Surrey's Local Offer - The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Surrey's Local Offer is available from the website: <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>
- School admission arrangements- No pupil will be refused admission to school on the basis of his or her special educational need or disability. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
- Access arrangements - please see our Accessibility Policy (on our website)
- Transition arrangements - We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between the schools as smooth as possible. This may include, for example: additional meetings for the parents and child with the new teacher and SENCo, additional visits to the school to view the classroom environment, opportunities to take photographs of key people and places in order to make a transition booklet.

Section 11- Policy on Managing Medical Conditions

Meath Green Junior 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. 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 pupils may also have special educational needs and may have an Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The staff employed in the school office take responsibility for dealing with first aid on a day-to-day basis and for managing the medication and other treatment of pupils with medical conditions. See the school's policy for Supporting Pupils With Medical Conditions for more detailed information.

Section 12 - Monitoring and Review

Please refer to information given in Section 5 of this Policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annually, on an individual and cumulative basis, and in conjunction with the Governors, Head teachers, SENCo, teaching staff and parents.

The SEND policy is formally reviewed annually. The evaluation is based on:

- the progress made by pupils with SEND and the outcomes they have achieved in relation both to curriculum subjects and to personal development;
- the extent to which the aims and objectives of the policy have been met;
- how effective the SEND provision has been in relation to the resources allocated (value for money assessment).

The policy is amended to reflect the outcomes of the evaluation.

Section 13 - Training and Resources

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school improvement plan.
- The SENCo oversees the professional development of most of the teaching assistants. Most TA professional development occurs during training days. It is more efficient to invite experts to speak to all TAs or all teaching staff. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENCo may identify the SEND training needs of staff in conjunction with the Headteachers and all staff are required to undertake training and development, for example through INSET.
- Newly appointed teaching, support staff, and Newly Qualified Teachers (NQTs) undertake an induction programme, which includes a meeting with the SENCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The SENCo regularly hosts/attends the Local Authority's SENCo Liaison network meetings in order to keep up to date with local authority and national developments in SEND, and also supports the Horley Learning Partnership (HLP) SENCo meetings (updates in our local area that are held twice a term).
- We have two qualified Emotional Literacy Support Assistants (ELSA) and a Pupil Mentor who work with individual children, or groups of pupils, in our 'Rainbow Room' or small group room. Our Pupil Mentor supports the pupils through a solution focussed approach. Nurture/Homework clubs are staffed by teachers and TAs who assist pupils requiring help with planning or doing homework assignments - these run at designated times after school.

Section 14 - Storing and Managing Information

The school complies with current data protection and confidentiality requirements with regard to information about pupils and families.

Section 15 - Reviewing the SEND Policy

This Policy will be reviewed yearly to comply with new requirements for SEND.

Section 16 - Complaints

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the SENCo. The Headteacher or a Governor may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Section 17 - Appendices

Please refer to the Local Offer - SEND Information Report /Accessibility Policy on the school's website

Policy Agreed;

(Date) _____

(Signed - Chair of Governors)

(Review date) _____

Governor Committee Responsible: Full Governing Body

Governor Signature

Policy Originator: Special Educational Needs Co-ordinator

Review Period: Annual

Status: Statutory

Reviewed: Spring Term 2022

Next Review Date: Spring Term 2023