



"Learning together, aiming high, proud to be ourselves"

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

September 2022

This policy of Special Educational Needs and Disability (SEND) was reviewed and updated in September 2021 in line with the SEN Code of Practice (July 2014).

The definition of SEN in this code states that:

"A pupil has SEND where their learning or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age."

At John Ray Infants, we are committed to providing a welcoming and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. John Ray Infants offers an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We believe that all teachers share responsibility for pupils with SEND and adapt according to the needs of every child. This Policy details how this school ensures that the necessary provision is made for any pupil who has SEND and that those needs are made known to all who are likely to teach them.

Name and Contact details of the SENCo:

Mrs Lauren Bailey-Whyte, ~~Deputy Head teacher~~ and part of the ~~Senior~~ **Middle** Leadership Team.

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Aims and Objectives

It is our policy that within a caring and supportive atmosphere we aim to: -

- ensure that all pupils with SEND are identified and fully integrated within their class and the school as a whole.
- identify and remove where possible any barriers to learning.
- provide a positive and caring environment where every pupil is valued and helped and encouraged to make progress and develop their full potential.
- make early identification of pupil's needs, and having identified the need, plan for and provide differentiated work appropriate to the pupil's stage of learning as an entitlement.
- enable pupils with SEN to access a broad and balanced curriculum, and enjoy the same experiences and opportunities as their peers.
- ensure that all staff are committed to the SEN Code of Practice, 2014 and implement its guidance, so that we raise the aspirations and expectations for all pupils with SEND.
- ensure that the focus is on outcomes for children and not just provision or support.
- provide appropriate training, support and advice for all staff working with special educational needs.
- adopt good communication links with parents, governors, staff and all agencies involved in areas of SEND

Pupils with a learning difficulty:

- have a *significantly greater difficulty in learning* than the majority of pupils of his/her age
- have a *disability* that prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Supporting Pupils at school with Medical Conditions:

At John Ray Infants, we ensure that all pupils with medical conditions are appropriately supported and staff are trained to meet the needs of these children. We recognise that such pupils should be properly supported so that they have full access to education, including school trips and physical education. Some of these children may have SEND or an EHC Plan and arrangements are in place to support such pupils.

Equal Opportunities and Inclusion:

Through all subjects we ensure that the school meets the needs of everyone, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age ability, disability and social circumstances. It is important that at John Ray Infants we meet

the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi- ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through a sensory approach and new experiences
- planning for children's full participation in learning and in physical and practical activities
- helping children to manage their own behaviour and to engage in learning safely
- helping individuals to manage their emotions, particularly trauma or stress

The Coordination of SEN Provision within the school:

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy, including both administrative and teaching aspects.
- co-ordinating provision for pupils with SEND.
- ensuring that relevant information about individual pupils with SEND is collected, recorded and updated, including assessing or observing pupils to enable a profile of their needs to be developed.
- analysing pupil tracking data and end of year assessments, overseeing the records of all pupils with SEND.
- liaising with parents of children with SEND
- ensuring that appropriate One Page Profiles and One Plans are in place.
- making regular visits to classrooms to monitor the progress of children on the SEND register.
- liaising with and advising teachers and learning support assistants (LSAs) on the identification, assessing, planning and reviewing of pupil's progress.
- managing Learning Support Assistants
- contributing to the in- service training of staff
- conducting the Performance Management of LSAs.
- liaising with external agencies, including the Local Authority's (LA) support agencies and educational psychology service, health and social services, and voluntary bodies.
- reporting to Governors.

The management of SEND provision within the school:

- parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- all children will receive a balanced and broad curriculum, relevant to the needs of the individual.
- all children will be set suitable learning challenges.
- all staff will respond to pupil's diverse learning needs
- all staff will aim to overcome any barriers to learning, based on clear assessments of individuals and groups of pupils.
- pupils making slower than expected progress will be tracked and given differentiated learning opportunities and where necessary different or additional provision.
- early identification, assessment and intervention are recognised as key to meeting the needs of individuals. This is achieved through the **ASSESS, PLAN, DO, REVIEW** approach.

The Role of the Governing Body:

The Governor with responsibility for SEND is **Mrs Rachel Dadd**

The Governing Body ensures that the necessary provision is made for any pupil who has SEND. They have been fully involved in developing and monitoring this policy. They ensure that SEND provision is an integral part of the School Improvement plan. The Governing Body considers and reports on the effectiveness of the school's work on behalf of pupils with SEND, on an annual basis. The designated governor for SEND meets with SENCo and has specific oversight of the school's arrangements and provision for meeting SEND, including how funding, equipment and personnel resources are deployed. Regular SEND updates are reported by the SENCo at termly Governor's meetings.

Admissions:

- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All pupils with SEND play a full part in the daily life of the school and are encouraged to participate in all activities. If additional provision is necessary, the parents/carers are always informed.
- Pupils with EHC plans are admitted and fully integrated unless it would be incompatible with the efficient education of other children.
- Pupils starting Foundation Stage in September have visits in the Summer Term prior to admission and **attend part-time initially**. ~~may attend mornings only if needed.~~ Part-time attendance could be longer if deemed necessary by school staff and agreed in consultation with parents. The Foundation Stage Leader and SENCo liaise with the pre- schools the term prior to admission. The needs of pupils with SEN are discussed at this stage and plans made for necessary provision.
- For pupils transferring from another school, if the school is informed of any pupil with SEND prior to entry, the SENCo and Headteacher ensure that facilities and support are in place ready for when the pupil arrives. To help

provide the right environment, further information is obtained from appropriate outside agencies, the pupil's parents and the previous school.

Specialisms:

- We have a trained Speech and Language LSA who works closely with the Speech and Language Therapy Team to identify and support pupils with difficulties in this area.
- Nikki Lee is our Behaviour Support LSA and she runs weekly groups on self-esteem and social skills.
- We have many interventions that include Gym Trail, Listening Group, Social Skills NELI and EPS. All of the staff involved work closely with the SENCo and teachers to ensure a high level of well - coordinated provision.
- The school has experience in supporting children with a variety of needs - including autism, speech and language difficulties, global delay, physical and neurological difficulties and emotional and behavioural problems.

Resource allocation:

Provision for SEND is reviewed annually by the Governing body in consultation with the Head teacher and the SENCo as part of the funding for the School Improvement Plan. Each year Governors also agree to fund additional learning support for pupils from the school's own delegated budget.

The budget allocated for the provision of SEND support is used to provide:

- Training for the SENCo
- Extra support for SEND pupils
- The appointment of SEND Learning Support Assistants
- Training for Learning Support Assistants
- Interventions
- Resources for pupils who need additional materials

Assess Plan Do Review:

Provision for pupils with SEND is a whole school responsibility. All teachers are teachers of pupils with special educational needs. They work within a continuous cycle of assessing, planning, doing and reviewing. This takes account of the wide range of abilities, aptitudes and interests. Planning is flexible in order to recognise the needs of all pupils as individuals and to ensure progression, relevance and differentiation and any identification of need is addressed by the class-teacher in discussion with the SENCo.

As part of the assessment system in school, each pupil's progress is monitored from entry in order that any difficulties that a pupil may have can be identified early. If a pupil already has an identified SEND on entry into school, information from records, outside agencies and parents/carers is transferred from the previous school or Early Years setting and the pupil's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the pupil within the class.
- use the assessment processes to identify any learning difficulties.

- ensure ongoing observation and assessment.
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning and involve the parents in implementing a joint learning approach at home.

In the SEND Code of Practice there are 4 broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical

Provision:

Reasons for a child being added to the SEND register:

The school's system for monitoring and assessing the progress of all pupils provides information about areas where an individual pupil is not making enough progress. In the first instance the pupil is closely tracked with short-term targets set at a Termly Learning Review. If continue to make little or no progress, then their child's name will be included on the SEND Register. The school Inclusion Partner can at this point be approached for advice. Parents are advised on how to help their child at home and how to access further support. Here at John Ray Infants we are proud of our efforts to work closely with parents that enable their children to make the best possible progress.

When a pupil is identified with SEND, the class teacher provides interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This is for pupils who:

- despite receiving differentiated learning opportunities make little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- show signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques employed in school
- have attention and concentration problems and continue to make little or no progress despite early intervention
- have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment
- have communication and/ or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum

The pupil's class teacher remains responsible for working with SEND pupils on a daily basis and for delivering an individualised programme of study. Special educational provision for SEND pupils at John ray Infants is made in different ways, including:

- differentiated work, materials or equipment for the pupils
- providing additional classroom support
- withdrawing pupils individually or in small intervention groups with a teacher or an LSA
- use of LA support service for strategies or equipment

Reviewing:

- Pupil targets are continually under review to ensure that they provide success for the child and progress is made.
- SEND reviews will take place throughout the year for all children on the SEND register.
- Pupils with a Speech and Language difficulty follow a speech plan written by our Speech and Language Therapist. Targets are set and reviewed regularly.

Partnerships with Parents/Carers:

Partnership plays a key role in enabling children with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEND will be treated as partners and given support to play an active and valued role in their child's education. Parents are always consulted and kept informed of the action taken to help their child and of the outcome of this action. The class teacher will inform parents about any strategy employed to enable the pupil to progress, or any intervention group their child attends during the Termly Learning Review (TLR). Once a child has met the criteria for exiting the SEND register Parents/Carers will be informed ~~in writing~~.

The school website contains details of our policy for special educational needs, the SEND Information Report and a link to our Local Offer which provides useful support networks and resources available in the local community.

Partnerships with External Agencies:

- Advice and support from outside agencies is available if requested by the school. Support from the Specialist teacher team is used for pupils with Statements and EHC Plans.
- ~~Where available~~, we use an Educational Psychologist to assess pupils who are not progressing in learning and may need an ECH Plan in the future.
- Speech Therapists visit to assess pupils on their caseload, setting new targets and working with parents/carers.
- We believe that effective action on behalf of children with SEND depends upon close cooperation between parents, school and other professionals that may include the LA, SEND support services, Social Services, Family Solutions and Health Services.

School Request for an Educational Health Care Plan.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to address those needs including any resources or special arrangements in place.

Where the evidence presented to the LA suggests that the pupil's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the pupil's SEND. A One Plan Meeting will take place inviting all people involved in that child's education. Evidence

from this meeting is then sent to the LA.

The LA may then decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the pupil's SEND is such as to require the LA to determine the pupil's special educational provision through an EHC Plan.

All pupils with EHC Plans have short-term targets set for them that have been established after consultation with parents and pupil. These targets are set out in a One Plan and implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the One Plan continue to be the responsibility of the class teacher.

All EHC plans must be reviewed at least annually at a formal meeting to which the parents/carers, the pupil, representatives of the LA, members of the school, and any professionals involved are invited. They consider whether any amendments need to be made to the description of the pupil's needs, or to the special educational provision specified in the EHCP. The annual review focuses on what the pupil has achieved as well as on any difficulties that need to be resolved.

The Special Needs Co-ordinator of the Junior school is invited to attend the review of all year 2 pupils with EHC plans to ensure an effective and supportive transfer.

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy to be important and in conjunction with the Governing Body undertakes a review of both policy and practice each year. The outcomes of this review inform the School Development Plan.

This policy is linked to our

Accessibilty plan

Behaviour policy

Approved by Governors:

Date:

Reviewed: **September 2022**

Next Review: September 2023