



Nettleham CE (Aided) Junior School SEND Policy



For all of us at Nettleham Church of England Aided Junior School the teaching, learning, attitudes and wellbeing of all our children are important. As a Christian school we believe that everyone should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop their skills to become lifelong learners.

This policy complies with the statutory requirement laid out in the Children and Families Act and its SEND Code of Practice 0-25 (2014) with reference to the Equality Act (2013)

The Nettleham Junior School Local Offer is available on our website and on the Local Authority website. This addresses many Frequently Asked Questions about SEND.

AIMS

The staff and Governors of Nettleham CE Aided Junior School are committed to being an inclusive school, and to the provision of equal opportunities for all children. Each pupil has his or her own needs. We will work to ensure that each individual has the opportunity to achieve their full potential, to develop as confident and independent individuals, to be included fully in the school community, and to experience success.

“All teachers are teachers of children with Special Educational Needs.”

We will:

- Work within the guidance provided in the SEND Code of Practice 2014
- Identify and provide for pupils who have special educational needs
- Operate a ‘whole pupil, whole school’ approach to the management and provision of support
- Provide support, advice and training for all staff working with pupils with special educational needs
- Involve pupils, parents and, where appropriate, Outside Agencies in the provision and monitoring of support and progress
- Ensure access to the curriculum for all pupils.

SENCO

The Special Educational Needs Coordinator (SENCO) is Miss Anne Thompson B.Ed. (Hons) Cantab.

The key responsibilities of the SENCO, as documented by the SEN Code of Practice (2014, 6.90) may include:

- overseeing the day-to-day operation of the school’s SEN policy;
- co-ordinating provision for children with SEN;
- advising on the 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 pupils with SEN;

- liaising with other schools, including Infant and Secondary, to ensure smooth transitions;
- liaising with Educational Psychologists, health and social care professionals;
- being a key point of contact with external agencies, especially the local authority and its support services;
- working with the headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps up-to-date records of all pupils with SEN.

In addition, the SENCO will:

- have responsibility for the day-to-day management of Teaching Assistants;
- co-ordinate the early identification of children with SEN;
- monitor the progress of all children with SEN;
- co-ordinate arrangements for review meetings;
- liaise with, and provide support for, colleagues in writing Pupil Profiles;
- complete referrals for EHCs.

Nettleham Junior School's SEN Governor is Mrs Jo Walker, who can be contacted via the School Office. The headteacher will have overall responsibility for all SEND matters.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The SEN Code of Practice (2014) states that:

“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. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

The four categories of SEN are:

- **Communication and interaction** – Speech, language and communication needs; autistic spectrum disorder;
- **Cognition and learning** – moderate learning difficulties, global developmental delay, dyslexia, dyscalculia, dyspraxia;
- **Social, emotional and mental health** – ADHD, ADD, emotional difficulties, mental health issues, attachment disorders;
- **Physical and sensory** – Visual Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability.

Medical conditions:

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such pupils. Where pupils also have SEN, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

THE GRADUATED APPROACH TO SEN SUPPORT

Identifying Special Educational Needs: Early identification of SEN is a priority. Whilst referring to the four categories of SEN noted above, we will consider the needs of the whole child. Other factors can impact on progress and attainment, including: attendance and punctuality, health and welfare, English as an additional language, being in receipt of Pupil Premium, being a child of service personnel, being a looked-after child.

We will:

- Liaise with parents and feeder schools before the pupil transfers to our school;
- Ensure pupils receive quality-first teaching and monitor its impact;
- Listen to a child’s concerns;
- Review progress with all adults involved with the pupil;
- Assess using appropriate, standardised materials. Year 3 pupils will be screened shortly after entry. This will include reading and spelling ages, and a Non-Reading Intelligence Quotient;
- Review progress at Pupil Progress meetings every half-term; complete year group Provision Maps and update class SEN registers after these meetings;
- Involve Outside Agencies for advice as appropriate.

A child will only be placed on the SEN Register if they do not make adequate/expected progress after a period of intervention/adjustment and good quality personalised teaching. This will be done at a meeting between the parent and class teacher. The SENCO will attend if requested.

Children with English as an additional Language may experience difficulties in a learning situation, but may not have special educational needs. Children with EAL will not be placed on the SEN register unless specific learning difficulties are identified.

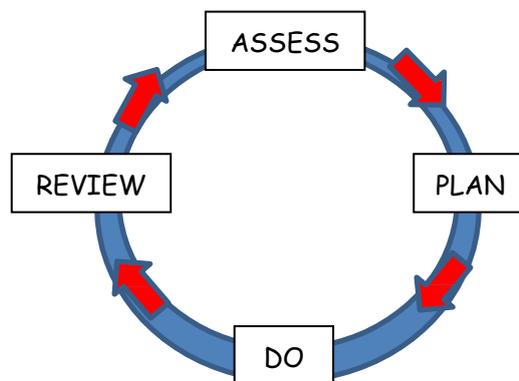
LEVELS OF SUPPORT

1. Monitoring

This stage is for pupils where a concern has been identified, but it is not necessary to make “*provision different from or additional to that normally available to pupils of the same age*” (Code of Practice 2014, 6.15). The progress of these pupils is monitored by the class teacher and overseen by the SENCO.

2. SEN Support

Once a child has been identified as having some additional needs, a 4-stage process begins:



Targets will be agreed and the child’s teacher will plan appropriate work. This may be delivered by a year group Teaching Assistant, as well as the class teacher. A Pupil Profile will be written by the class teacher, with input from the pupil, parents, and the SENCO if required. Support may take the form of in-class support, group work or 1:1 support with a specific programme. The SENCO will oversee targets. Progress will be monitored and reviewed regularly by teachers and at year group Pupil Progress meetings with the headteacher. Formal meetings with parents will usually be held termly, but more regular meetings may be arranged. Prior to the review meeting, pupils will review their own targets with their teacher or year group Teaching Assistant. They will have the opportunity to comment on their own progress, suggest a future target and ways in which they would like to be supported.

Outside Agencies may be involved at this stage, through observations, assessments or providing advice for teachers. Outside Agencies can include: Educational Psychology, STT (Learning Support Service); WTT (Working Together Team); Speech and Language Therapy; Physiotherapy, Occupational Therapy; Community Paediatricians; Visual and Hearing Impaired Services; Child and Mental Health Service (CAMHS).

The SENCO oversees support by means of year group Provision Maps, detailing types of support being provided for different children. These will be updated after every Pupil Progress meeting. Teaching Assistant deployment will be reviewed in light of the analysis of Provision Maps.

If sufficient progress is not evident after the Assess-Plan-Do-Review cycle has been completed several times, and advice/assessment from Outside Agencies has been sought and implemented, it may be decided to apply for additional support through an Education, Health and Care Plan.

3. Education, Health and Care Plans

EHCs have replaced Statements in the provision of additional support. Criteria for applying for an EHC are stringent; having a diagnosis of Autism or dyslexia, for example, does not in itself mean a child needs an EHC plan. The application requires detailed information about support and interventions that have been used and their outcomes, and action taken following the involvement of Outside Agencies and outcomes. Details of the cost involved in providing the required support are needed to show that we have spent/are spending at least £6000 per year for that pupil.

Applications will be completed by the SENCO, with the support of class teachers and parents. If the application for an EHC plan is approved, a member of the Local Authority will convene a meeting with all of those involved to gather further information and discuss a draft EHC plan. Further details of the process can be found on the Local Authority's website under 'Local Offer'.

FUNDING

SEN funding is calculated by the LEA through a funding formula. This funding should support provision for small group work by TAs and targeted interventions.

RESOURCES

Most of the pupil targets that are set do not require resources other than those usually available in classrooms. Additional resources are available in the SEN cupboards.

TRAINING

SEN training opportunities are provided for teachers and teaching assistants in school. Provision is made for individual staff members to attend external training events as required. The visiting STT teacher can work with individual staff members, or small group, to provide training and support.

TRANSITIONARRANGEMENTS

The SENCO will attend all Year 2 SEN review meetings to which she is invited when possible. Detailed discussions will be held with Infant feeder schools and parents. Additional visits will be arranged for children who may benefit from them. Teaching Assistants who will be working 1:1 with children will visit their Infant schools during the preceding Summer term. Transition booklets, with photographs of key locations and staff, may be prepared.

Transition meetings will be held with Secondary school staff during the Summer term, and earlier if it is thought to be necessary. Additional visits will be arranged for children who may benefit from them. Transition profile booklets may be used.

Transitions between year groups within Nettleham Junior School will include: current and receiving staff attending the Summer term review meeting with parents; additional visits to classes/year group areas when necessary; a whole class induction morning in new classes.

EQUAL OPPORTUNITIES

Every effort will be made to ensure that all pupils have equal access to a balanced and broadly based curriculum. Arrangements will be made to provide appropriate support for those pupils wishing to attend extra-curricular activities who may need additional help/monitoring.

PARENTS

The school considers that the best way to support every child is through a partnership with parents. Our aim is to maintain an open and positive dialogue throughout a child's time with us. We will inform parents as soon as a concern arises, and be open and honest at all stages. Parents are invited to attend SEN review meetings by email/letter. Class teachers, the SENCO and headteacher are always willing to speak with parents about SEN issues at a mutually convenient time. Ways in which parents can support their child will be discussed in Review meetings and staff are able to offer further guidance if required.

The school will always seek parental permission before referring a child to an outside agency.

CONCERNS

If parents have any concerns, they should contact the class teacher in the first instance. If the issue requires further attention, parents can contact the SENCO or headteacher. If a complaint is not resolved, parents have the right to refer the matter to the Governing Body.

The LEA has a support service for parents called LIAISE, whose role is to inform and support parents: free telephone 0800 195 1635 available 8am-6pm. Alternatively you can email Liaise@lincolnshire.gov.uk.

If you disagree with your local authority's decisions about your child's special educational needs, contact the First-tier Tribunal (Special Educational Needs and Disability)

Special Educational Needs and Disability Tribunal

sendistqueries@hmcts.gsi.gov.uk

Telephone: 01325 289 350

Fax: 0870 739 4017

FURTHERINFORMATION

Children and Families Act 2014 www.legislation.gov.uk/ukpga/2014

[https://www.gov.uk/government/.../SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/.../SEND_Code_of_Practice_January_2015.pdf)

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

Health and Social Care Act 2012 www.legislation.gov.uk/ukpga/2012/7/contents/enacted

The Equality Act 2010 and schools - Gov.uk

[https://www.gov.uk/government/uploads/system/.../Equality Act Advice Final.pdf](https://www.gov.uk/government/uploads/system/.../Equality_Act_Advice_Final.pdf)

Lincolnshire County Council <https://www.lincolnshire.gov.uk/>

SEN and D Reforms | Lincolnshire County Council

<https://www.lincolnshire.gov.uk/parents/support-and.../sen-and-d-reform...>

Last reviewed: 19th November 2020

Next review due: November 2021