



SEND Policy

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<p>This policy has been impact assessed against race, gender and disability and no adverse impact has been identified.</p>	

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Responsibilities

Headteacher:	Mrs A Majcher head@carringtonjs.co.uk
Inclusion Manager:	Mrs N Gonzalez ngonzalez@carringtonjs.co.uk
Governor with responsibility for SEND:	Jane Wright jwright@carringtonjs.co.uk
Designated Person with responsibility for Safeguarding & Looked After Children:	Mrs A Majcher

Context

Carrington Junior School is an LA maintained junior school situated in Flackwell Heath. There are currently approximately 250 children on roll, aged between 7 and 11 years, in 8 classes. There is also an ARP (Additionally Resourced Provision) catering for up to eight children with a diagnosis of ASD.

Aims

At Carrington Junior School we are committed to giving all our children every opportunity to achieve their best. 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. We want to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs.

- In line with the Government's education policy that focuses on helping all children to reach their potential, at Carrington Junior School we are committed to developing a level of education that provides equality of opportunity and high achievement for all our children.
- We will strive to ensure that if a child has a Special Educational Need it is identified at the earliest opportunity and that early action is taken to meet those needs.
- We place the rights of children with Special Educational Needs Disability (SEND) at the heart of school policy and ensure that children are involved with decisions taken about the education they receive.
- We try to ensure that we have a clear and flexible strategy for working with children with SEND and parents are encouraged to play an active role in the education of their children.
- We believe that all pupils, whatever their ability or specific need, have a right to a broad, balanced and differentiated curriculum relevant to their needs.
- At Carrington Junior School we value all children and recognise that all children may at some time be entitled to special needs provision and that this may include children who are recognised as Gifted and/or Talented.
- The Headteacher, leadership team, staff and governors will do their best to secure appropriate provision for any pupil who has an identified SEND.
- Our ethos is aimed at enabling children with SEND to maximise their potential, be included

fully in our school community and make a successful transition to secondary school and into adult life.

- Our whole school has a shared responsibility for identifying, assessing and meeting the individual pupil needs.
- We strive to ensure that each pupil be fully integrated into the life of the school and be given every opportunity to develop self-confidence, self-esteem and independence

Compliance

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 guidance and documents:

- ✓ Equality Act 2010: advise for schools
- ✓ SEND Code of Practice 0 – 25 (2014)
- ✓ Schools SEN Information Report Regulations (2014)
- ✓ Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- ✓ The National Curriculum in England: framework for Key Stage 2 (2014)
- ✓ Safeguarding Policy (2016)
- ✓ Teacher Standards

Definition of SEN and Disability (SEND)

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

SEND: 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 SEND 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.*’

Objectives

-  To reach high levels of achievement for all and to have high expectations of all of our children
-  To be an inclusive school
-  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 our practice within the guidance set out in the Code of Practice, July 2014.
- ✚ To work collaboratively with staff, parents and children
- ✚ To work within the guidance provided in the SEND Code of Practice, 2014
- ✚ To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs

Identification of Needs

The identification of SEN 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 SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category.

Assessment and Monitoring

The school system for regularly assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The assessments used at Carrington Junior School are:

- National curriculum descriptors at the end of each key stage
- Baseline Assessments
- Termly assessments
- Formative and summative assessments
- Progress measured against the P level descriptors
- Autism Education Trust Progression Framework
- Observations of behavioural, emotional and social development
- Sampling of work and class observations
- Assessments by a specialist service, such as Educational Psychology or Specialist Teacher Service (STS)
- Strengths & Difficulties questionnaire (SDQ)

Teachers also take part in a SEND day with the Inclusion Manager termly, whereby any concerns or extra support needed is discussed. This is an opportunity for the class teachers and the Inclusion Manager to look at how well the support provided is working and whether there are any children showing signs of possibly needing extra support.

Where children are observed as not making expected progress or who are identified through screening or assessment results, parents will be invited to speak to the class teacher to discuss the areas of concern, as well as the child's strengths, in order to put together a plan of action. If it is felt the child would benefit from having an intervention, a provision map will be collaboratively produced to begin the process of implementing extra support to help the child to make progress in the areas of need. Children will also contribute to this plan and regularly discuss what support they feel works best for them.

When the children are identified as having needs in one or more of the following areas, which are referred to in the Code of Practice a SEN support plan or a provision map will be set up:

Communication and interaction - Children with speech, language and communication needs 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 understanding and using social rules of communication. These issues may also affect their reading, learning, making friends and behaviour and managing their emotions. Children within this area may also be highlighted as having Autism Spectrum Disorder (ASD).

Cognition and learning - 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, such as dyslexia and dyscalculia.

Social, emotional and mental health difficulties - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may lead to becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or other conditions.

Sensory and/or physical needs - Children may have a physical disability which affects their learning or access to learning. Some may also have issues with processing sensory information (such as sight, sound and/or touch).

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Our identification process is used to help staff to better understand what the child's needs are and how best to support them in the most effective way. These allow staff to make reasonable adjustments for these children in order to remove potential barriers to learning. In these circumstances a behaviour plan or pastoral support plan may be implemented adhering to our Behaviour Policy. This will be shared with staff, parents/carers and external agencies (if applicable), and reviewed regularly to ensure a consistent approach.

A Graduated Approach to SEN Support

A process of on-going teacher assessments and termly pupil progress meetings with teachers identifies those pupils making less than expected progress given their age and individual circumstances. At the first stage, if ongoing class assessments suggest a child may have special educational needs we will aim to identify any barriers to learning, devise personalised targets and provide specific support within the classroom setting. Progress will be closely monitored. This is called Quality First Teaching. If progress is not evident as a result of this provision, we would look to provide further support and move to the next stage of SEND support.

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

alongside national data and expectations of progress, in addition to the views of parents/carers and the pupil. During this stage extra teaching or interventions may be detailed in a provision map. Particular care is taken when identifying and assessing SEND for children whose first language is not English.

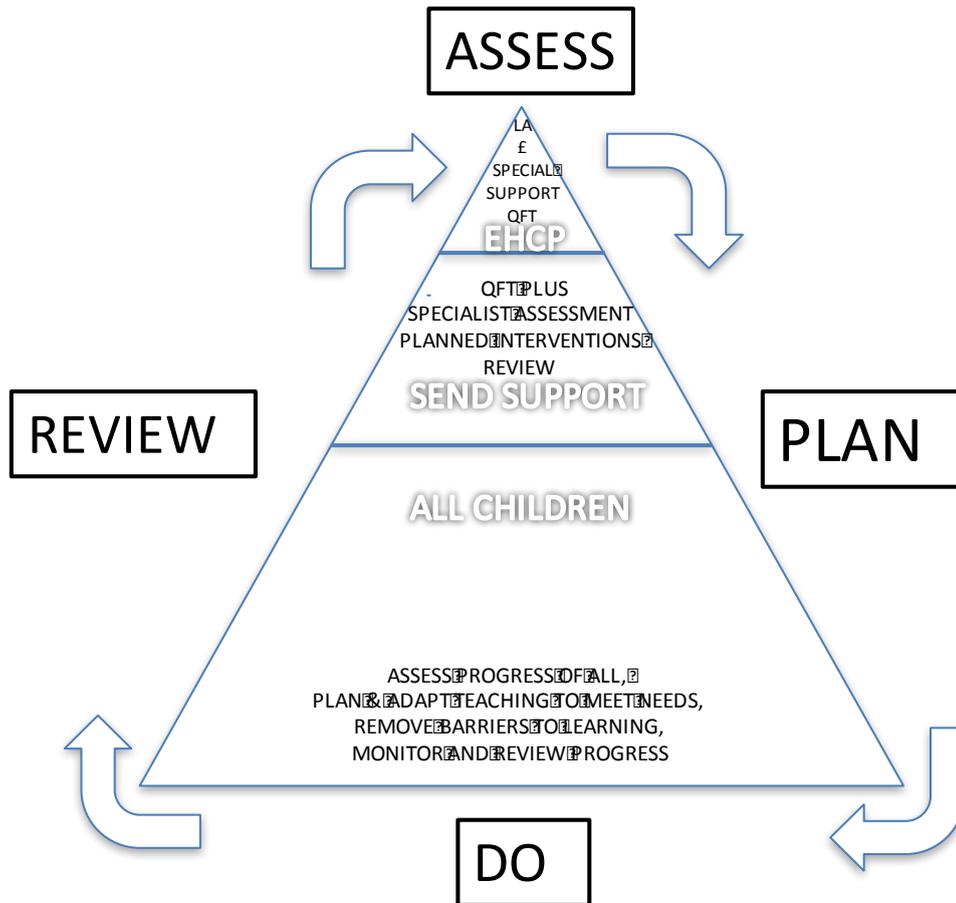
This begins a cycle of assess, plan, do, review with the child at the centre of the process. This is a working document which will be updated regularly with staff and parents/carers assessing the impact of interventions.

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

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Educational Welfare Team
- Specialist Teaching Service
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

GRADUATED RESPONSE MODEL

RESPONSE TO INTERVENTION MODEL FOR SEND SUPPORT CODE OF PRACTICE 2015



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 other services.

Plan: Where SEND Support or provision map is required, the teacher and Inclusion Manager 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 set for the term and then parents will be invited in to discuss these. All staff who work with the pupil will be made aware of the plan and all interventions will be shared with parents/carers.

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 Inclusion Manager 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, INCLUSION MANAGER, parent 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. Each term new targets will be set and a review of the interventions will be considered, to decide whether the support provided is working for the child and what the next steps are to further progress in their areas of need.

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 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 between the class teacher and the parents are planned. Targets are shared with pupils and successes are celebrated.

Invitations will be sent to parents of pupils with a Statement or EHCP to attend children's interim and annual reviews. Where suitable, children will attend part of the meeting to share their achievements for the year and aspirations for the future.

In addition to these meetings, we also run termly meetings for parents of children with SEND. This is an informal opportunity to talk to staff involved. Our SEN Information Booklet is available for parents of children with SEND needs; this explains the various steps involved with managing support etc. This is available on our website under the 'SEND' tab.

If a parent/carer is concerned:

- *Talking to the teacher - Open door policy*
We feel that working in partnership with all parents leads to the happiest children and the best education. If at any time you are concerned about your child, please arrange an appointment with your child's class teacher as soon as possible in order to discuss them. At this point we will work together with you and the Inclusion Manager to decide on the best course of action.
- *Parent/carer consultation evenings*
We hold 2 parent/carer consultations per year to discuss the progress of all our pupils. These meetings are to enable parents to voice any concerns they may have. Appointments will be available with the Inclusion Manager also, for parents/carers who would like to discuss anything that worries them.
- *Teacher assessments*
All pupils' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, usually termly, in order to ensure that all pupils are making good progress and will achieve their targets. If a child is not making progress then further investigations will be made to ensure that the school is

meeting their needs. If after further investigation the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support.

Supporting Pupils at School with Medical Conditions

Carrington 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan 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 school has a policy for Supporting Pupils at School with Medical Conditions.

Disability

Many children who have SEND 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’, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

At Carrington Junior School we observe two key duties:

- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.
- We **must not** directly or indirectly discriminate against, harass or victimise disabled children.

Monitoring and Evaluating SEND

The Inclusion Manager monitors the progress of children within the SEND system in school. The Inclusion Manager provides staff and governors with regular summaries of the impact of the policy on the practice of the school. In partnership with the head teacher, children who are not making progress are identified and monitored.

The Inclusion Manager is involved in supporting teachers involved in implementing Provision Plans for children. The Inclusion Manager and the Headteacher hold regular meetings to review the work of the school in this area. The Inclusion Manager and the named governor with responsibility for special needs also hold termly meetings.

The success of the school’s SEND policy and provision is also evaluated through:

- Monitoring classroom practice
- Analysis of pupil tracking data & children's work
- Monitoring of procedures and practice by the SEND governor and FGB
- School self-evaluation and Strategic Planning documents
- Feedback from parents and children
- Performance management for staff

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through termly progress meetings with parents.

Training and Resources

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The Inclusion Manager attends relevant SEND courses in order to keep up to date with local and national updates in SEND. We recognise the need to train all our staff on SEND issues and access to courses is available for all. The Inclusion Manager, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and identified pupils needs. All teacher and support staff undertake induction on taking up a post and this includes meeting with the Inclusion Manager to explain the systems and structures in place around the school's SEND provision and practice.

Inclusion

The school does not prioritise admission on the grounds of ability. If a child has additional needs for which specialist teaching or equipment is essential then the school will liaise with the LA to determine the best outcome.

The school operates a highly inclusive policy that endorses and supports the LA for equal opportunities and inclusive education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs. Staff have high expectations of all pupils, including those with SEND needs.

Special Facilities – ARP Unit

Carrington Junior School has an Additionally Resourced Provision for up to 8 children with a diagnosis of Autism Spectrum Disorder (ASD). We currently have four teaching assistants employed to support the ARP (one is a HLTA) and the Inclusion Manager is the ARP Manager. Through this provision Carrington Junior School provides:

- Additional staff trained to meet the needs of children with ASD
- An ARP classroom for children in the ARP to use when they register and when they are not integrating into mainstream classes. In here, children have their own learning station where their individual timetables are visible.

- A room for speech therapists, educational psychologists and other specialists to work with individual children.
- Extra resources that help children to integrate and work with increased independence (such as a touch-screen laptop).

At Carrington Junior School, we use the ARP to support children to integrate into mainstream. Children will have individual timetables with varying times of integration, according to their needs. Children are entitled to extra support when they integrate and arrangements are flexible around the child. All children who access the ARP will have a curriculum incorporating life skills as well as the National Curriculum provided by a specialist teacher.

Mainstream class teachers are responsible for the learning of children in their year group who are in the ARP. Planning is done collaboratively and sufficiently differentiated work will be provided so that children from the ARP can access the lessons, whether they participate in the mainstream lesson or if they work on activities in the ARP with support. For lessons where children do not participate in mainstream lessons, these will be delivered by staff in the ARP.

Requests for a place within the ARP at Carrington Junior School should be made to the Local Authority. However, visits to the ARP and meetings with the Inclusion Manager can be arranged at any time by contacting the school. Further information is available on the school's website, or in the form of a leaflet from the school office.

Allocation of Resources

The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements of Special Educational Needs and Education Health and Care Plans. The head teacher informs the Governing Board of how the funding allocated to support special educational needs has been employed.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The Governing Board, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs and for monitoring its impact. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors are responsible for:

- Governing Boards have statutory responsibilities for pupils with SEND
- The Governing Board must do its best to ensure that the school makes the necessary provision for every pupil with SEND.
- As part of its policy for SEND, the Governing Board should let parents know how they can raise concerns about provision for children with SEND and how their concerns will be investigated.

- The Governing Board also has responsibility, in reviewing the schools' budget, to consider the employment of SEND teaching and support staff and to monitor the levels of resources spent on supporting pupils with SEND.
- The Governing Board thereby assists in the development and monitoring of the school's policy and strategy for SEND.
- The Governing Board also has a responsibility to ensure that there is no discrimination against disabled pupils and prospective pupils, to plan to increase systematically the access of disabled pupils and prospective pupils both to the curriculum and to the facilities of the school and to make 'reasonable adjustments' for disabled pupils to have access to the curriculum and facilities of the school.

The Head teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special education needs
- Keeping the governing body informed about SEND issues
- Working closely with the Inclusion Manager
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

The Inclusion Manager is responsible for:

- Overseeing the day-to-day operation of school's SEND policy
- Coordinating the provision for children with SEND
- Advising teachers on the graduated approach to SEND Support
- Reporting on the use of the delegated budget and other resources
- Meeting with the parents of children with SEND
- Working with other education settings and outside agencies, including health and social services and voluntary bodies
- Liaising with infant and secondary schools to ensure smooth transitions for SEND pupils
- Ensuring that SEND records are up to date
- Liaising with and advising fellow teachers about SEND
- Contributing to the in-service training of staff and ongoing training related to SEND
- Monitoring the progress of children with SEND
- Regular meetings with the SEND Governor

Class teachers are responsible for:

Teachers are responsible and accountable for the progress and development of all the children in their class, even where they access support from teaching assistants or specialist staff. Quality first teaching, differentiated to meet the needs of individuals, is the first step in responding to children who have or may have SEND.

Class Teacher responsibilities:

- Ensuring that they are familiar with the school's SEND policy and procedures for the identification, monitoring and supporting of children with SEND
- Working with the Inclusion Manager to assess the needs of children with SEND (Teacher Standards: *'Make accurate and productive use of assessment'*)
- Attending and contributing to planning meetings and reviews for their children with SEND
- Making adjustments to the curriculum through effective differentiation, planning and delivering interventions to meet the needs of children with SEND (Teacher Standards: *'Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively'*; *'demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development'*)
- Meeting with parents to inform them of their child's progress
- Ensuring that all staff working are aware of the specific needs of pupils with SEND in their class (Teacher Standards: *'have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these'*)
- Updating the Inclusion Manager with any relevant information about children in their class
- Constructing and updating provision plans for children with SEND, taking into account their progress and needs, and organising termly review meetings with parents (Teacher Standards: *'have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these'*)

Support staff are responsible for:

- Supporting teacher input (i.e. supporting the effective inclusion of all children in high quality lessons).
- Supporting learning in group work (i.e. small-group intervention programmes).
- Supporting learning of individuals (i.e. specific targeted approaches for individual children identified as requiring SEND intervention).
- For tracking intervention work carried out with the children.

Support staff work as part of a team with the Inclusion Manager and the teachers supporting individual needs and ensuring inclusion of pupils with SEND within the class. All support staff are responsible for ALL pupils at Carrington regardless of their need and their usual role. Support staff are also responsible for providing support to children with SEND in a way that builds independence for the children, where possible.

Storing and Managing Information

Documents relating to pupils with SEND will be stored with their Pupil File in fireproof cabinets in the school. These cabinets should be locked overnight. SEND records will be passed on to a child's next setting when he or she leaves Carrington Junior School. The school has a Data Protection Policy, which complies with the Data Protection Act, and this applies to all written pupil records.

Accessibility

Carrington Junior School's Accessibility Plan forms part of our Equality Policy, which can be found on the school website www.carringtonjs.co.uk.

Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website.

Linked Policies/Documents

- Accessibility Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Data Protection Policy
- Equalities Policy
- Supporting Medical Conditions in School Policy
- Data Protection Policy

Reviewing The Policy

This policy will be reviewed by governors on an annual basis.

Signed (Head teacher)..... Date.....

Signed (SEND Governor)..... Date.....

Signed (Inclusion Manager)Date.....