



COTEFORD JUNIOR SCHOOL
**Special Educational Needs and Inclusion
Policy**

Updated January 2022

1. Aims

Our Inclusion policy aims to outline:

- The roles and responsibilities of everyone involved in providing for pupils with SEND
- The special education needs and disabilities (SEND) that Coteford Junior School is able to make reasonable provision for
- How our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- How we evaluate our own provision
- How we support SEND pupils through transition phases

2. Legislation and guidance

This policy is based on:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Assistant Head for Inclusion

The Assistant Head for Inclusion will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, pupils and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching and care
- Advise on the 'graduated approach' to providing SEND support that is outlined in the SEND Code of Practice
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Prepare the SEND Information Report
- Work with the headteacher and governing board to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The headteacher

The headteacher will:

- Work with the Assistant Head for Inclusion and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.3 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Visit the school, meet with the Assistant Head for Inclusion and take an interest in the SEND provision within the school
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and Assistant Head for Inclusion to determine the strategic development of the SEND policy and provision in the school

4.4 Class teachers

Class Teachers will:

- Monitor the progress and development of every pupil in their class
- Make reasonable adjustments in order to meet the needs of all pupils as outlined in the LBH 'Ordinarily Available Provision' document
- Communicate with parents and work closely with them on any matters relating to SEND
- Manage and plan for learning support assistants
- Work with specialist staff or therapists
- Work with the Assistant Head for Inclusion to review each pupil's progress and development and decide on any changes to provision
- Ensuring they understand and follow this SEND policy
- Ensure that they have a clear understanding of the SEND needs within their class

4.5 Learning Support Assistants

Learning Support Assistants will:

- Work under the guidance of the class teacher to support specific pupils
- Ensure that they have a clear understanding of the SEND needs of the children they work with
- Monitor the progress of pupils and provide feedback
- Seek advice from the class teacher, Assistant Head for Inclusion or therapists if needed

5. SEN information

5.1 The areas of SEND provision:

Our school works hard to make reasonable adjustments in order to meet the needs associated with the following areas of SEND and any others arise within our school community:

Speech, Language and Communication
Autistic Spectrum Disorder (ASD), Asperger's syndrome and Pathological Demand Avoidance (PDA)
ADHD and ADD
Dyslexia
Dyspraxia
Global Delay
Down Syndrome
Foetal Alcohol Syndrome
Rubenstein Taybi Syndrome
Social, Emotional and Mental Needs such as: <ul style="list-style-type: none">• Anxiety• Depression• Attachment disorder
Hearing Impairment
Visual Impairment
Physical Disabilities connected to: <ul style="list-style-type: none">• Cerebral Palsy• Muscular Dystrophy• Neurological disorders• Amputated limbs• Brain Tumours• Hypermobility As well as a range of other conditions which present with physical disabilities

At Coteford Junior School we recognise that other groups of children may benefit from the same provisions as those with SEND or that specific circumstances may have an impact on a child's ability to learn. We therefore monitor the following groups of children closely and make reasonable adjustments to ensure that their needs are met:

Pupils with English as an Additional language EAL
Pupils Eligible for Free School Meals and Pupil Premium
Looked after or previously looked after children
Pupils who have suffered bereavement or trauma
Asthmatics
Epileptics
Diabetics
Pupils with severe allergies
Pupils with undiagnosed emotional or behavioural difficulties
Children with other medical conditions which may have an impact on their education

5.2 Identifying pupils with SEND and assessing their needs

In many cases, special educational needs and disabilities will have been identified prior to a pupil starting at Coteford Junior School. In these instances, we endeavor to make sure that there is a smooth transition for the pupil and that we maintain the highest levels of provision.

The progress of every pupil in the school is monitored closely to ensure that SEND needs are effectively identified:

We ensure that:

- There is a clear structure in place for identifying need (Appendix 1)
- The school follows the SEND Code of Practice 'graduated approach' with regard to the identification, assessment and review of children with SEN. This promotes the cycle of: 'assess, plan, do, review' in order to ensure that individual needs are continually being assessed and met
- Teachers are aware that levels of need can increase or reduce (see Appendix 2)

- Teachers keep records of 'assess, plan do, review' using journals, monitoring documents and individual education plans
- Parents are involved at every stage of the process
- The Assistant Head for Inclusion and the Headteacher hold meetings with the class teachers to review the progress of all children
- The Assistant Head for Inclusion is informed of any children who are making slower progress than expected or below school or national expectations so that next steps can be planned
- In some circumstances we may use formal testing and observation to help us decide how best to support a child
- In some circumstances, we will design our own tests or activities to gain as much information as possible about a pupil's needs
- We will seek further advice from professionals and outside agencies if necessary
- School staff receive regular training to ensure confidence in the process of identifying need
- Where a special educational need is identified, specific outcomes for the pupil will be identified

5.3 Consulting and involving pupils and parents

At Coteford Junior School, we respect pupils' views and involve them in making decisions about their education and care. We understand the importance of working closely with parents, working hard to establish good communication and shared goals.

When considering the special educational needs and disabilities of a pupil, we ensure that:

- Everyone develops a good understanding of the pupil's areas of strength as well as difficulties
- We reassure pupils and parents and make them feel valued
- Evidence is provided to show that the 'assess, plan, do, review' process has been followed
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Parents are informed about the support their child is entitled to
- Parents are aware of how to seek additional support within the London Borough of Hillingdon

5.4 Assessing and reviewing SEND pupils' progress towards outcomes

The class teacher will work closely with learning support staff and the Assistant Head for Inclusion to implement individual education plans and track progress.

Information will be gathered through:

- Monitoring the work produced in lessons
- Observing the pupil and making notes
- Formal and informal assessments
- Assessing the individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- Feedback from any additional adults who work with the pupil

Regular meetings will be held to review progress and should involve all individuals who are involved with the pupil's education and care.

These may be in the form of:

- Formal annual reviews of EHC Plans
- Parental consultation meetings with class teachers and Assistant Head for Inclusion
- Additional meetings as necessary
- Meetings with therapists or professionals
- Telephone or email communication as needed

5.5 Our approach to teaching pupils with SEND

Our vision for teaching children with special educational needs and disabilities is the same as for all children – that they achieve their full potential and lead happy and fulfilled lives. This ethos of inclusion is deeply embedded and communicated by everyone in school and we are immensely proud of this. We recognise that pupils may require support or adaptations in order to reach their potential and we work hard to ensure that we meet the varying needs.

Most SEND children are taught within the mainstream classroom and their needs are met through:

- Quality teaching
- Differentiation of work including homework
- Focussed teaching in small groups or 1:1 for short periods
- Additional adult support

- Provision of specialist equipment such as adjustable tables, writing slopes, coloured overlays, pencil grips or access to a computer
- Enlarged or modified print
- The use of individual or visual timetables
- Pre-teaching of information or vocabulary
- Incorporating a range of strategies to scaffold thinking and learning
- The use of buddies and group work
- The use of written or visual instructions
- Checklists or reminders related to personal targets
- Having short breaks when needed
- Having access to sensory resources such as putty or fidget toys
- Allowing extra time for processing or completing tasks

In some instances, needs are better met by working outside of the classroom for parts of the day. This may be through:

- An intervention group targeting certain areas of concern
- Individual interventions targeting areas of concern
- Working with a therapist or specialist teacher
- Completing a sensory circuit
- Working in a quiet environment
- Working in a less stimulatory environment
- Identifying a 'safe' area or 'time out' area
- Starting the day 'softly' by completing an activity in a therapy room
- Attending CAS: CAS is class for children with speech, language and communication difficulties. Children from year 4 to year 6 attend this class.

Additional support aimed at improving the progress of SEND children includes:

- Access to social skills groups
- Play therapy
- Lego therapy
- Provision of a lunchtime activity club for those who find the playground overwhelming or challenging
- Homework support clubs
- Access to a range of disability sports such as boccia, curling, seated volleyball and handball
- Access to a wide range of activity, ICT and sports clubs that are fully accessible

- Access to additional maths and/or English lessons in years 5 and 6

5.6 Adaptations to the learning environment

We are proud of the way our school is presented and the vibrant and welcoming atmosphere. Staff consider the impact of the learning environment on all children and are continually adapting to meet the changing needs within the school.

In order to make our building and learning environment fully inclusive we ensure the following:

- Coteford Junior School is on one level and all classrooms are wheelchair accessible
- The corridors are wide and there is a ramp to the playground
- Electric doors are in place to allow pupils to move around the school independently
- We have disabled toilets; changing beds with hoist facilities and sluice areas
- Class teachers consider all accessibility needs when arranging the layout of their classroom and resources
- Teachers consider the impact of displayed information and the effect this may have on pupils' with sensory needs or conditions such as dyslexia
- Specialist furniture and equipment is used wherever needed to improve access to the curriculum and school life
- All areas of the school are used as teaching spaces to allow for small group or 1:1 interventions
- Quiet areas or work stations are provided (where possible) for those who need it
- Areas of the playground and field are allocated to different activities at break times that meet a range of needs
- Signs and symbols are available throughout the school to help pupils identify rooms and find their way around

5.7 Expertise and training of staff

We have a dedicated and experienced staff of highly qualified individuals. We also have a number of members of staff with additional qualifications or special areas of interest.

Staff training takes place through:

- Team working
- Mentoring
- Weekly staff meetings and training
- INSET days
- Opportunities to attend courses

Staff have received training in the following areas within the last 24 months:

- Annual training on asthma and allergies, including use of EpiPen
- Understanding Epilepsy and Administering emergency medication
- Diabetes care
- Biannual lifting/handling training
- First Aid training
- Understanding Autism
- Understanding ADHD
- Teaching children with PDA
- Dyslexia awareness
- Using My Support Plans
- Identifying and monitoring SEN (Writing Individual Education Plans)
- Using EHC Plans and how to write annual review reports
- How to use questioning effectively
- How to deliver effective feedback
- How to assess writing

5.8 Working with other agencies

Due to the wide range of SEND needs presented at Coteford Junior School, all staff work confidently alongside a range of therapists and experts. This allows staff to feel supported and also provides valuable professional development.

We work with the following individuals:

- Speech and language therapists
- Physiotherapists
- Occupational Therapists
- Educational Psychologists
- Bereavement support workers
- Advisory teachers
- Swimming teachers
- SEN Key workers
- School nurses
- Sports coaches
- Staff at Coteford Infant School
- Staff at our local secondary schools

5.9 Evaluating the effectiveness of SEND provision

We believe that it is vital to evaluate our practice regularly to ensure that we are meeting the needs of all pupils.

SEND Provision is assessed through:

- Updating this policy and reflecting upon its content annually
- Writing an accessibility plan annually
- Producing an audit of SEND provisions
- Gathering feedback from all stakeholders

- Tracking assessment data
- Holding annual reviews for pupils with EHC plans
- Holding regular meetings to evaluate the progress of any child who is being monitored or is receiving SEN support
- Reviewing all pupils' individual progress towards their goals on a regular basis

6. Supporting pupils moving between phases of education

6.1 Transition from Key Stage 1 to Key Stage 2

Most of our pupils join Year 3 from Coteford Infant School although there are usually a few children who join each year group from other schools every year.

For any SEND child transitioning from Coteford Infant School we offer the following support:

- Multiple visits with their year 2 class to tour the school, experience lessons and lunchtime routines
- Additional small group visits can be arranged if needed
- The Assistant Headteacher for Inclusion attends the Year 2 annual reviews
- The Assistant Headteacher for Inclusion and year 3 class teachers are available to meet with parents
- Year 3 teachers visit year 2 pupils to meet them in their environment
- Year 3 teachers meet with year 2 teachers to pass on information
- All year 2 pupils are allocated a year 5 buddy
- A welcome and information evening is held in the half term before transfer
- Strong communication links between the two schools are maintained

If SEND pupils join from a different school, some of the above points are not relevant but we do everything we can to ensure an efficient transition.

6.2 Consultation Process for pupils with EHCP

If a pupil with an EHCP wishes to apply for a place at Coteford Junior School, this must be done through the SEN Department for The London Borough of Hillingdon. Coteford Junior school will be contacted by an SEN officer and will receive relevant paperwork. The Assistant Head for Inclusion and the Head teacher will consider the needs of the pupil to determine whether the needs can be met at Coteford Junior School.

To ensure that the correct decision is made, we will:

- Read and consider all information carefully
- Request further information if necessary

- Invite parents and pupil to visit the school and meet the Assistant Head for Inclusion
- Request permission to contact ASSISTANT HEAD FOR INCLUSION and class teacher from the pupil's current school
- Visit the pupil at their current setting

If we feel that Coteford Junior School can meet the needs of a pupil with an EHCP, we will inform the SEN officer in writing.

If we feel that the needs of a child cannot be met, we will inform the SEN officer in writing and outline clearly the reasons for this decision.

Inclusivity is deeply embedded at Coteford and all staff endeavor to make every reasonable adjustment for any pupil that we feel we can achieve their potential with us.

6.3 Transition from Key Stage 2 to Key Stage 3

For any SEND child transitioning from Coteford Junior School to secondary school we offer the following support:

- In Year 5, the parents of children with Educational and Health Care Plans are encouraged to begin visiting local secondary schools, to look at the suitability and provision available for their child
- School staff are happy to meet with any parents of children with SEND to reassure them
- Lists of local schools are provided
- Suggested questions are offered to parents at the Y5 annual review
- SEND pupils make additional visits to new schools in groups or on a 1:1 basis
- Assistant Head for Inclusion will accompany parents on school visits if requested
- During Year 6, a transition group runs to help SEND pupils prepare – sessions focus on areas such as: personal safety, organisation and social skills
- ASSISTANT HEAD FOR INCLUSION s from relevant secondary schools are invited to year 6 annual reviews
- Year 6 class teachers meet with year 7 teachers to pass on information
- All pupils in year 6 are prepared for the transition through PHSE lessons

7 Concerns or complaints about SEND provision

At Coteford Junior School, we value every member of our community and aim to work on a basis of mutual respect. We appreciate that there may be concerns or complaints at times and are committed to resolving these in a positive way.

In the event of a concern, the best point of contact may be the class teacher, Assistant Head for Inclusion or the Head Teacher depending on the nature of the issue. Parents can

also contact the school office and a member of the admin staff will direct them to the most appropriate person.

We encourage parents to speak to us on a regular basis to ensure that concerns do not escalate into complaints.

A copy of the Complaints Policy is available on the school website or can be requested from the school office. This can further information to anyone wishing to pursue a complaint.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Problems involving staff employed by the local National Health Trust must be addressed directly to specific Heads of departments but we would still encourage communication with school staff in the first instance..

8. Monitoring arrangements

This policy will be reviewed by the Assistant Head for Inclusion annually.

All staff will be given the opportunity to read the policy and offer feedback.

The policy will be agreed by the governing body.

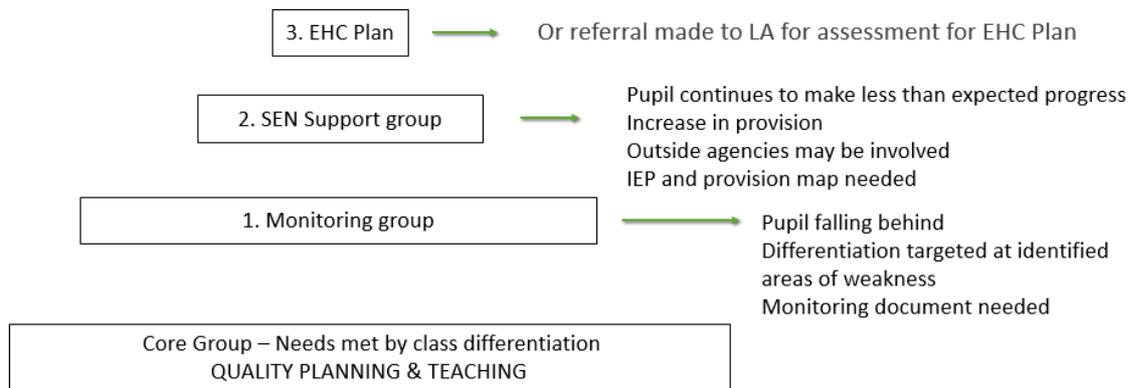
9. Links with other policies and documents

This policy links to our **Accessibility Plan** and our policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Supporting Higher Achieving pupils

Appendix 1:

Structure for Identification of Need



Appendix 2

Key to identification of need

