



Special Needs and Disabilities Policy

Updated March 2021

Introduction

- This policy should be viewed in conjunction with Policy for Inclusion, Policy for Child Protection & Safeguarding and The Single Equality Duty [2010], the Data Protection Policy [updated 2018] and Admission Policy.
- This policy has been developed in accordance with the Code of Practice [2014] and any further updates which are lawful [ie Single Equality Duty 2010], for the identification and assessment of SEND.

As a **Rights Respecting Silver School**, we embed children's rights throughout all aspects of the curriculum.

Articles 23 and 29 underpin all of our values and beliefs in terms of how we meet all of our pupils needs including those identified as having Special Educational Needs.

ARTICLE 23: 'A child with a disability has the right to live a full and decent life in an environment that promotes dignity, independence and an active role in the community.'

ARTICLE 29: 'Education must develop every child's personality, talents and abilities to the full.'

All Sunderland Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The SEND ranges have been implemented throughout the local authority to ensure excellent outcomes for all.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

We believe all teachers are teachers of special educational needs and recognise that it is the responsibility of all staff at Fulwell Junior School to meet the needs of all children in our care. At F.J.S. our first steps to meeting pupils' needs are through providing Quality First Teaching across the school for all pupils. Work is differentiated at classroom level taking into account the individual needs and learning styles of pupils within a class. We aim to create classroom environments that are inclusive as we believe that what works for SEND and other vulnerable groups generally, works for all learners.

At F.J.S. we are aware that some pupils may find work difficult because their first language is not English, this does not necessarily mean they have special educational needs unless they also have a learning difficulty. We are also aware, and recognise, that children with special needs are more vulnerable to abuse and exploitation. (See Safeguarding Policy)

Gifted pupils at FJS, although not mentioned in the Code of Practice, remain a focus for the school. We are committed to ensuring their academic achievements are commensurate with their ability. The school is also committed to ensuring that higher ability pupils reach their full potential while at FJS.

Data Protection

Our school aims to ensure that all personal data collected about pupils, parents, governors, visitors, staff and other individuals is collected, stored and processed in accordance with the General Data Protection Act 2018 as set out in the Data Protection Bill. For a broader explanation of the types of personal data we hold and the formats in which it is stored please refer to the Privacy Notice available from the schools website.

Principles:

Our guiding principle is one of Inclusion and the progressive removal of barriers to learning -as identified in our Inclusion Statement. Those being;

- High expectations and aspirations for all young people.
- We value all the pupils in our school equally.

- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.

- It is the responsibility of all teachers to identify and meet the needs of SEND pupils.

- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with SEND to join in with all the activities of the school
- All pupils are entitled to experience success.
- Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- Good SEND practice is good practice for all pupils.
- Any pupils may encounter difficulties in school at some stage.
- All special educational provision is more effective if all parties are fully involved.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these principles by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review which follows the SEND Code of Practice in terms of the graduated response of Assess, Plan, Do and Review.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

The Class teacher- responsible for:

- Using the SEND Ranges as a framework to support each pupil's needs.
- Working in pupil and parent partnership to provide the best possible provision for each individual.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/ SEN Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term.

Personalised teaching and learning for your child as identified on school's provision map.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Adapting the curriculum to meet your child's needs.
- Ensuring any specialist equipment required for your child is available or can be made available.
- Reviewing your child's need and making adaptations that may be additional and different to existing curriculum provision.
- Assessing pupils appropriately and giving access to support during tests/assessments as required e.g. readers etc.
- Liaising with other relevant teachers/Support Staff as appropriate.

Year Group Leaders

Responsible for:

- Overseeing the day-to-day management and evaluation of interventions/provision within their year group.
- Monitoring data/progress of SEN pupils within their year group.
- Liaising with SENDCo/ SLT regarding concerns/ issues arising from the above.

SENDCo – Mrs L Softley

SEN Support Assistant – Mrs S Jones

Responsible for:

- Developing and reviewing the school's SEND policy
- Directing work of the SEN Support Assistant
- Coordinating all the support/provision for children with special educational needs or disabilities (SEND)
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting, reviewing how they are doing alongside other stakeholders.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

- Supporting staff in identifying and assessing children who may have additional needs.
- Liaising with the Headteacher and SLT to ensure staff are able to access relevant CPD and training to meet the needs of pupils with SEND.

Core Subject Leaders

Responsible for:

- Liaising with the SENDCo and Head Teacher to train staff in new initiatives/ programmes to support children with SEND in their subject areas.

Teaching Assistants

Responsible for:

- Having specific responsibility for interventions for groups/individual pupils with or without SEND.
- Liaising/planning with teachers and SENDCo for the provision of pupils with SEND.
- Record the progression of pupils (as appropriate)
- Contribute to the evaluation of writing of Support Plan targets as appropriate.
- Contribute to reports that inform any review of learning (with support from class teacher/ SENDCo) as appropriate.
- Complete any training necessary for working with SEND pupils.

The Headteacher – Mr Peter Speck

Responsible for:

- Management of all aspects of the school, this includes the support for children with SEND.
- Give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor – Mr Paul Bevan

Responsible for:

- Ensuring that provision is of a high standard for all SEND pupils.
- Challenging the Headteacher/ staff/ SENDCo in a supportive way to ensure outcomes for all SEND children are of a high standard.

- Making sure that the necessary support is given for any child who attends the school, who has SEND.
- Liaising regularly with SENDCO/ Headteacher to discuss SEN.

Admissions and inclusions

Pupils with SEND are admitted to the school on the same basis as any other child, using the LA admissions criteria.

Specialist provisions

The school **does not** have a special unit.

Special facilities

- The school is fully compliant with DDA requirements.
- The school is a two-storey building with easy access and double doors and ramps.
- The school has a disabled toilet.
- The school provides appropriate spaces to deliver personalised support.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

Allocation of resources

The school budget, received from Sunderland LA, includes money for supporting children with SEND. The Head Teacher in conjunction with the SENDCo and the decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. This may include procuring services of the Education Physiologist (see 2020/21 Service Level Agreement).

School responds to advice and recommendations made by Outside Agencies/Professionals in relation to providing appropriate resources for individual pupils.

Staff may request additional resources / specialist equipment. Resources for pupils with SEND are regularly reviewed to ensure work can be differentiated to meet their needs.

Identification and assessment of pupils with SEND:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she, has a significantly greater difficulty in learning than the majority of others of the same age (Code of Practice 2014).

At Fulwell Junior School we recognise that early identification and assessment of SEND is necessary to provide greater educational opportunities for each child. This should not be regarded as a single event but as an ongoing process throughout the year.

We recognise that children have a special educational need if they:

- Enter FJS with an Education & Health Care Support Plan (EHCP)
- Are in the process of being assessed with regard to an EHCP when they enter FJS
- Have been identified as having a special educational need in a previous school setting
- Are experiencing difficulties (cognitive and learning) significantly greater than the majority of children the same age
- Are experiencing Emotional, Communication and Interaction and Social difficulties (which may be displayed as on-going/ extreme persistent behavioural difficulties).
- Have a serious medical problem which has implications for the learning process

To help identify children who may have special educational needs, FJS will measure progress referring to:

- The child's performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from standardised assessments including BSquared
- Progress and attainment against age appropriate expectations
- Standardised screening or assessment tools e.g. Suffolk Reading Assessment/Dyslexia Screening Test/Cognitive Attainment Tests/Diagnostic Tests carried out by an Educational Psychologist or Support Agencies
- Teaching observations and recommendations by teaching staff.
- Assurance that differentiated quality first teaching has taken place prior to any concerns arising.

Identification Procedure:

- The school follows the Assess/Plan/Do/Review response to additional needs set out in the SEN Code of Practice 2014.
- Where teachers have an initial concern regarding a pupil then the SENDCo should be consulted prior to a 'Concerns' form being completed by the teacher.
- Following the identification of these initial concerns, a pupil progress will be monitored, observations may be carried out over a period of time (6-8 weeks)
- Only after a cycle of Plan/Do/Review has been carried out will pupils then be considered for the SEN Register. A meeting will be held with parents to discuss concerns- this will be recorded and signed by all parties.
- The class teacher along with the relevant staff must have made available relevant data regarding progress and must provide evidence of the child working significantly below age related expectations alongside evidence of what interventions/provision has been made to meet these needs.
- Once parents agree to register the pupil, then the SENDCo will be informed, and the child placed on the SEN register. (If a parent fails to attend appointments, then they will be notified by letter or telephone call).

- In order to support pupils who have identified SEND, we adopt a graduated response that encompasses a full range of strategies from Quality First Teaching to individualised support/provision in order to meet the need.
- We use the LA graduated approach and guidance from the Together for Children SEND Ranges Document 2020.
- The ranges will be used as a reference point in relation to the identification of the level of need.
- Children will be invited to co-produce a One Page Profile. Assessments will be completed, considered and explained to parents in order to fully involve them in any decision making.
- Targets will be set and a plan of action agreed which will take the form of a Key Information Document (Range 1 and 2) or Support Plan (Range 3+) detailing any intervention or provision additional to the normal differentiated quality first curriculum.
- Targets are SMART (Specific, Measurable, Achievable, Realistic and Times); they will be discussed with pupils and agreed with parents using language that both parties can understand.
- Targets and interventions must be included within the lesson planning, reviewed at least termly and pupil/parent views sought.
- Where appropriate, the pupil will also take part in the review process and be involved in setting targets.

Education, Health and Care Plans (EHCP):

- If a pupil's needs are so significant that their needs fall into Range 4 and above, a request for an EHCP may be made following a full assessment planning meeting held with all those involved with the pupil, including parents and other agencies.
- If all at the meeting agree, the appropriate form and required evidence will be completed, signed and submitted with minutes to be discussed by the Local Authority Special Needs Panel.
- Should the LA agree to move forward with an EHCP, updated reports will be requested of the school and agencies involved. Parents are invited to submit their views.
- When all reports have been received, including medical information, the LA will arrange a further meeting at school with all professionals to draw up the EHCP.
- Once the EHCP has been issued, a Support Plan will be drawn up to reflect the EHCP including any increased level of support/provision.
- The Head Teacher in conjunction with the SENDCo, staff involved, parents and (where appropriate/possible) the pupil, will discuss the type and amount of support to be given.
- Informal reviews will continue to be recorded using the usual forms at Parental Consultation Evenings etc. The LA will set the deadline date for the submission of minutes for one formal annual review. All those involved with the pupils will be invited to attend and the minutes submitted on a form issued by the LA.

Assessment of SEN Pupils:

- Pupils identified as SEN and who are deemed to be working 'Significantly Below' (around 2 years adrift of the Age Related Expectations) will use the appropriate year assessment linked to their level of learning. Children Working Towards Age Related Expectations, will be assessed using Age Related Assessments including Suffolk Reading and those used by Outside agencies are also an integral part of the assessment process and feed into teacher assessment.
- Assessments may also include deciding when to remove a child from the SEN Register. Those children who are accessing the curriculum for Age Related without the need for additional and different provision and for whom progress over time has been sustained may be removed from the SEN register if appropriate. Where this is the case, their progress will continue to be monitored closely.
- Children will sit statutory assessments and test where appropriate. Additional support will be made available as appropriate e.g.; extra time, timed breaks, the offer of a 'reader', small group settings etc. This may be determined by looking at assessments and administering 'screening' to gain standardised scores that exempt children from specific activities or gain the pupils concessions. All of this is carried out under strict guidelines set by the DfE (Department for Education). Where pupils are working outside of a Key Stage or where their needs/difficulties are severe, the decision may be taken to dis-apply pupils from KS2 SATS following discussions and agreement with parents. In this instance, Governors will be informed.

Monitoring:

- Evaluate the effectiveness of SEN procedures/provision ensured through:
- Tracking systems- monitoring academic / social progress of SEN pupils via termly Pupil Progress Meetings, SATs data / Raise online, internal progress tracking/ data.
- Meetings with Teachers and support staff to review progress and provision for pupils with SEND.
- Following advice from outside agencies.
- Discussion with Governing Body/ termly meetings with SEN Governor.
- Up-dating provision/procedures through school INSET and the LA.
- Lesson observations/book scrutinise focusing on differentiation/provision for SEND.
- Meetings with Head Teacher / SLT reporting feedback from monitoring activities.

Arrangements for training and development of all staff including Support Assistants and Midday Assistants

- The school takes account of training needs for all staff, taking into consideration school priorities as well as continued professional development. Particular support will be given to Newly Qualified Teachers and other new members of staff.

- SEND is included within all school training. In addition staff are made aware of training organised by the LA and other agencies e.g. universities.

Arrangements for partnership with parents

- The school will always tell parents when their child is receiving help for their SEND.
- Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- If parents have concerns, they should first talk to the class teacher.
- Parents are invited to attend all reviews.

Outside agencies:

- Other professionals are welcomed into school to provide advice and support. The SENDCo/SEN TA will organise visits with professionals and will keep a record of dates and actions resulting from visits as part of the child's SEN chronology.
- Reports will be copied for the class teacher will be filed in individual pupil's files.

Transition to Secondary Education

- Formal Reviews are held for pupils with an EHCP during Year 5. Evidence will be gathered and presented, and discussions held regarding the pupil's future placement.
- Pupils on the SEND Register at Ranges 1-3 will be discussed with SENDCo of their reviewing school in the summer term of year 6.
- For some pupils, additional transition visits may be required/arranged prior to transfer to the start of the next academic year.

Transition from Key Stage One:

- The SENDCo/SEN TA will attend EHCP and where possible Range 3+ reviews for pupil's transitioning from Year Two.
- For some pupils, additional transition visits may be required/arranged prior to transfer to the start of the next academic year.

All SEN records will be updated and passed to the pupil's new school. A signed acknowledgement of receipt of these records will be kept in school.

Where information/ individual records/ files are sent to schools via post, this will be sent recorded delivery and records of this will be kept on file.

