Special Educational Needs Policy and Information Report

2024-25

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**Jericho Primary School**

**Policy 012**

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| **Version Number** | **Version Description** | **Date of Revision** |
| 1 | Original based on SEND Policy and information report 2023-2024 |  |
| 2 | Added working together to improve attendance statutory guidance to policies in conjunction to this one.  Addition of the type of needs we can meet at Jericho- Not exhaustive but a guide to conditions we currently manage within school.  Added additional information about the qualification and experience of the SENCo.  Assess do review cycle added for clarity of the processes when we are concerned about a child’s progress. | 13th October 2024 |
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**Jericho Primary School**

**Special Educational Needs and disabilities policy incorporating information report**

The definition of SEND

‘A child or young person has special educational needs is they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a difficulty or disability if he or she:

* Has significantly greater difficulty in learning that the majority of others of the same age, or
* Has a difficulty 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 or mainstream post 16 institutions.

The SEND Code of Practice: 0-25 years (2015)

The definition of disability

A disability is defined as ‘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.

Equality Act (2010)

Types and categories of special educational needs

The 0-25 SEND Code of Practice (2015) identifies four broad areas of need and support:

- Communication and interaction;

- Cognition and learning;

- Social, emotional and mental health;

- Sensory and/or physical needs.

**Aims and Objectives**

At Jericho Primary School we aim to provide a broad and balanced curriculum for all children, which is specifically designed to provide quality education for all.

Children may have a SEN/D throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulties that may be experienced by pupils. It also outlines the range of ways we ensure that children with SEN/D at Jericho are enabled to engage in all activities (where reasonably practicable) alongside all children without SEN/D. We are committed to providing a truly inclusive environment, engaging all children and providing appropriate and differentiated activities that allow all to flourish and learn.

Teachers take into account in their planning a child’s special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of schools life. Adaptations and reasonable adjustments are considered on a pupil by pupil basis to allow children to engage in purposeful learning activity and make progress from their starting points.

The main aims and objectives of the policy are:

* to identify students with special educational needs as early as possible;
* to create an environment that meets the special needs of each child;
* to ensure all students have equal access to a broad, balanced and differentiated curriculum;
* to encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
* to encourage students to be fully involved and take responsibility for their learning;
* to make clear the expectations of all partners in the process and provision of special needs;
* To ensure parents are kept fully informed and are engaged in effective communication about their children’s special educational needs.

The types of needs we meet at Jericho Primary school: (This is not an exhaustive list- and a guide only)

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| **Area of need** | **Condition** |
| **Communication and interaction** | Autism spectrum disorder |
| Speech and language difficulties |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
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| Moderate learning difficulties |
| Severe learning difficulties |
| **Social, emotional and mental health** | Attention deficit hyperactive disorder (ADHD) |
| Attention deficit disorder (ADD) |
| **Sensory and/or physical** | Hearing impairments |
| Visual impairment |
| Multi-sensory impairment |
| Physical impairment |

**Roles and Responsibilities**

In Jericho Primary school provision for students with SEN/D is the responsibility of all members of staff.

The Special Educational Needs Co-ordinator (SENDco) is Laura Ball. Mrs Ball has 10 years’ experience in this role she is also a qualified teacher and our current Deputy head and member of the senior leadership team. Mrs Ball completed the National Award in SEND co-ordination in 2018.

She is responsible for the day to day operation of the SEN/D policy. Her main duties are;

* + managing the day-to-day operation of the policy;
  + to support, advise and coaches colleagues;
  + oversees the record of all children with special educational needs;
  + act as the link with parents where required by the class teacher;
  + act as link with external agencies and other support agencies;
  + monitor and evaluate the special educational needs provision and reports to the governing body and wellbeing committee,
  + manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;
  + Contributes to the professional development of all staff including performance management of learning support staff.
  + Writes school provision map.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure all teachers are fully aware of their responsibility towards students with special educational needs. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school’s policy for provision for students with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice. The named Governor for SEND is Natalie Appleton. There is also a children’s wellbeing subcommittee within the governing body to monitor SEN/D.

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against students with special educational needs.

**Educational Inclusion**

At Jericho Primary School we respect the fact that students;-

* + have different educational, physical and behavioural needs and aspirations
  + require different strategies for learning
  + learn at different rates
  + require a range of different teaching strategies and experiences
* Teachers respond to a student’s needs by;-
  + providing quality first teaching that scaffolds learning to allow all to achieve
  + planning to develop a student’s understanding through multi-sensory approaches
  + planning for a student’s full participation in learning, and in physical and practical activities
  + planning for a student to manage their behaviour , enabling them to participate effectively and safely in learning.
  + Planning for a student to work collaboratively and build effective relationships with others.
* This policy ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through our current classroom arrangements and appropriate differentiation, which may include short-term support 1:1 and small group interventions.

**Information about Jericho Primary School’s policy for identification, assessment and review for all students with SEND**

* The SENDco will work with staff to ensure students who may need additional or different support, to that normally found within the classroom, are identified as soon as possible this can be made through discussions, observations, class reviews or school tracking data.
* The progress made by students in school is regularly monitored and reviewed. This is done through regular assessment of work according to the assessment policy and curriculum policies. The school does not identify students as having special educational needs unless we are taking action that is additional to or different from that which goes on in the classroom as part of our differentiated approach.
* Students who are not making adequate progress are then assessed or additional external requests made to ascertain if there is a special educational need.
* Class teachers consult with the SENDco when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a student’s progress. Class teachers to discuss with the SENDco.
* Staff are responsible for writing IEPs at School Support level. This will be discussed with SENDco and a copy put into a child’s personal electronic file on the school server. At this point the Class Teacher will invite (by written letter or phone call) the parents to school to discuss the targets and aims as detailed on the IEP as well as the additional level of provision the school are to provide.
* The SENDco will (where appropriate and invited to) consult with parents, children, carers, teachers and support staff about the IEP to ensure all interested parties are aware of learning targets and their contribution to its implementation.
* Class teachers and parents will review IEPs during parent’s consultations or at requested points throughout the year. The SENDco will be invited to attend where advice is required. All review outcomes and a copy of the reviewed IEP will be copied and filed in the whole school register file within 2 weeks of the review.
* All IEPs will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. Parents and students will be invited to take part in the review and target-setting process where appropriate.
* List of support available at School Support- Wave 2- (other packages as recommended are available in addition to this list)
  + RWI intervention 1:1 and streamed small groups
  + RWI spelling
  + Small steps 1:1 and small group sessions.
  + Letter formation and sentence building 1:1
  + Socially Speaking activities and games
  + SAQ equipment to develop gross motor skills
  + IDL literacy and maths
  + Time to Talk
  + Volcano in my tummy
  + Carol Grey social stories
  + ‘Talk About’
  + 1:1 Keep up Maths support
  + ELSA
  + Bereavement groups
* Social and emotional development- We value to importance of the opportunity for children with SEND to be provided with adequate opportunity to improve their emotional and social development. Additional pastoral support is provided in each key stage via an ELSA in order to ensure children who need key workers have an identified person to ‘go to’ in times of need. We are aware that some children with SEND may be more vulnerable, therefore we listen to their views in school via 1:1 social time and provide many opportunities to allow for sharing and discussion. There are a range of daily and weekly intervention sessions in school: time to talk, socially speaking and weekly ELSA sessions. These sessions are again differentiated in order to suit specific children across the key stages. Hearing children’s voices is a vital element of our school vision and ethos. It allows us to prevent incidences of bullying and ensure that all children are aware of steps they can take if they feel further support is required. We teach children in school via our core values and PSHE sessions regularly about uniqueness and specific special educational needs to encourage a caring and supportive environment where we all take care of one another. Bullying of any kind will not be tolerated and dealt with in accordance with the schools behaviour policy. Our Anti-bullying policy also outlines protected characteristics and groups and ways we will combat bullying at Jericho.
* Outside Agency Support – If we have evidence that a student is making insufficient progress despite extra support at school, the Class Teacher and/or SENDco may seek further advice from external specialists by completing the Early Help referral form. This allows us access to professionals, including specialist teachers, educational psychologists, education welfare officers and emotional and behavioural support teams. The class teacher and SENDCo will keep parents and students fully involved and informed about any proposed interventions or requests that have been made for additional support and advice.
* The range of strategies for students from outside agencies will be similar to that at School Support, but may be necessarily more intensive.
* If the SENDco, other agencies and class teacher, still feel that more support is needed, then they may apply via statutory assessment for an Education and Health Care Plan. This plan gives the pupil individualised targets/outcomes and allocated funding from the local authority in order to provide further support from trained support staff in school. The levels of the extra support varies from pupil to pupil. Students with an Education and Health Care Plan (EHCP) will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LA which will consider whether to maintain, amend or cease the EHCP. In addition to the IEP the school will devise a child centred one page profile that is designed by the child. This shares the children’s views, thoughts and opinions on their strengths, how best to support them and details of current progress.
* The school will liaise with the receiving school when a student with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer and devise where necessary a transition plan.
* To ensure a smooth internal handover in school each teacher will liaise with the new class teacher and where appropriate invite them to attend/participate in the meeting with parents regarding the last IEP being written in the existing class.

**Access to the Curriculum**

All students have an entitlement to a broad and balanced curriculum, which is carefully scaffolded to enable students to;-

* Understand the relevance and purpose of learning activities
* Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers to use a range of strategies and are aware of methods to enable children with all learning styles to access curriculum subjects. Lessons have clear learning objectives and success criteria; we scaffold work and use a range of feedback and assessment to inform the next stage of learning.

IEPs contain a small number of specific targets, ideally three or four, designed to enable the student to progress. These targets are directly aligned to the small steps building blocks that underpin our sequencing across the curriculum. End point assessments and ‘security’ in acquiring the knowledge golden nuggets are the expectation for all children including those with SEND.

Wherever possible we do not withdraw students from the classroom; this reflects the school’s acknowledgement that all students have an entitlement to share the same learning experiences as their peers whilst being provided with a truly inclusive education. There are times however, when, to maximise learning, we ask the students to work in small groups or in a one-to-one situation outside the classroom.

The SENDco and Head teacher (James Blackwell) meet termly to review the special needs provision. The Head teacher/SENDco and the named governor (Natalie Appleton) with responsibility for special needs hold termly meetings.

The SENDco also monitors the school’s internal tracking termly and then discusses individual cases as necessary with teachers where there is little or no progress or an ongoing concerns.

**Staffing and Partnership**

The school undertakes audits of staff training needs related to special educational needs issues and meets these where possible, in conjunction with the school improvement plan and school priorities. During professional development and pupil progress meetings staff identify training needs and these are then planned for in order to best meet the needs of all pupils.

The SENDco will provide training through INSET to ensure staff are fully informed of relevant SEND issues and procedures within the school via briefings. Training needs are also linked to performance management targets. Support Staff working with specific children have yearly performance management targets and training is relevant to their needs. Additional specialist training is sought to enable new staff to meet the needs of our children. The induction process for new staff includes working alongside the SENCo to train staff in the policy and procedures within school.

**Partnership with Parents**

Class teachers work closely with parents throughout their child’s education.

At all stages of the SEND process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child’s education. The SENDco also signposts parents to relevant professionals and support groups that are available to them. The Parent Mail app and our face book page is also used to forward any relevant SEN/D information.

**Provision**

Each class teacher liaises with the SENDco regarding provision for SEND in their class. This can be found on IEP’s, Teacher’s planning and in the school’s provision map. The effectiveness of these interventions are reviewed each year through discussions with staff, pupils and using school tacking data as well as a range of available standardised tests. The wellbeing committee will also monitor the effectiveness of SEND across school with monitoring visits and audits.

Where an IEP is implemented we will follow the assess, do and review cycle:



**Assessment**

Pupils are assessed where appropriate using the schools assessment procedures. Assessments will be adapted for pupils with a SEND and they may access materials from other year groups. Salford reading tests may be used to provide a chronological age and Sandwell Maths is an additional tool to assess mathematical knowledge and provides a standardised assessment measure that can be used to track progress. In addition, we also use the pre key stage assessment descriptors at years 2 and 6.

**Links with other schools**

The SENDco and Class teachers will liaise with the Secondary SENDco to ensure that effective arrangements are in place to support students at the time of transfer.

When students move to another school, their records are transferred within 15 days of ceasing to be registered at Jericho Primary School. All information is transferred in compliance with the GDPR regulations.

**Further information**

Further information and signposting about SEND can be found on the school website or by visiting Cumbria County Council’s local offer, available at: <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

**Cumbria Information, Advice and Support Service (Parent Partnership)**

SEND IAS Service Website is available at https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/

This site may provide you with information that you will find useful.

**Cumbria SEND IAS Service** (which was formerly known as the Parent Partnership Service) offers impartial information, advice and support to children and young people with special educational needs and or disabilities and their parents and carers.  This support now includes signposting to health and social care advisory services. Cumbria SEND IAS Service staff will make sure that parents/carers of all children (0-25 years old) with additional needs have access to information, advice and support. Confidential and impartial support is offered to parents/carers so they can make informed decisions about their child's education.

**COMPLAINTS**

If you would like to complain about our school’s SEND support, you should do so whilst your child is registered with us. This includes complaints that the school has not provided support required by your child’s EHCP. Please talk to our SENDco (Laura Ball) about your complaint. Her contact details are available on the schools website. If you do not feel your complaint has been resolved then please follow the school’s complaints procedure.

**Government Documentation related to this policy**

The SEND Code of Practice: 0-25 (2015)

Working together to safeguard children (2023 including updates)

Keeping children safe in Education (2018) and updates 2021

The Children’s Act (1989)

The Equality Act (2010)

Reasonable Adjustments for disabled Pupils (2010)

Supporting pupils at school with medical conditions (2014)

The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

Working together to improve school attendance (2024)

* This policy is to be reviewed annually and the Governing Body’s Annual Report will comment on its implementation.

Date: October 2024

Review Date October 2025

Reviewer : Mrs Laura Ball and Mrs Natalie Appleton

**Appendix 1**

**SEND Code of Practice**

**5.44**

* The triggers for intervention through School Action could be the teacher’s or others’ concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities;
  + makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness
  + shows signs of difficulty in developing literacy and numeracy skills which result in poor attainment in some curriculum areas
  + presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
  + has sensory of physical problems, and continues to make little or no progress despite the provision of specialist equipment
  + Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

**5.56**

* The triggers for School Action Plus could be that, despite receiving an individualised programme and /or concentrated support under School Action, the child;
  + continues to make little or no progress in specific areas over a long period
  + continues working at National Curriculum levels substantially below that expected of children of a similar age
  + continues to have difficulty in developing literacy and numeracy skills
  + has emotional or behavioural difficulties which substantially and regularly interface with the child’s own learning or that of the class group, despite having an individualised behaviour management programme
  + has sensory or physical needs, and requires additional specialist equipment