

SEN policy and information report

Upton Junior School



Growing together, learning together, achieving together

Approved by: Governing Body

Date:

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Upton Junior School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [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

3. Definitions

A pupil has SEN 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 SENDCO

The SENDCO is Mrs Nicole Nixon

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- 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
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Assistant SENDCO

This is : Mrs Jane Aplin

They will

- Support the SENCO in the delivery of their duties
- provide support for TAs and specialist teaching including dyslexia
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support

4.3 The SEN governor

The SEN governor Deb Alexander will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.4 The headteacher

The headteacher Mr Tony Collins will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Planning day-to-day teaching and learning for SEN pupils, seeking guidance where necessary from the SENCO/Inclusion Manager
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We will use strategies outlined in our graduated response – Appendix 1.

Once potential needs are identified, the school's SENCO and/or Inclusion Manager may wish to gain additional information to support effective planning to meet a child's needs. This may include the use of diagnostic tools by our Lead HLTA's in SEN or they may be referred to a number of outside agencies to gain further assessment – all of this is done following consent from Parents/Carers. This could include (but not exclusively) Speech and Language therapy, SENSS, Occupational Therapy, Educational Psychologist, Behaviour Support Services and community paediatrics, to determine if there are additional needs which require support and seek advice on how such needs can be met.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' and child's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and a copy given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Three times a year, Parents/Carers will be invited in to school to discuss with the class teacher (and on occasions this will included the SENCO and/or Inclusion Manager), how planned support is helping their child progress and together decide the way forward for new learning (PCP meetings). The child is also invited to be part of this discussion as well.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Progress for all children in the school is reviewed against their previous attainment. The school uses a termly assessment monitoring system - NFER - for Reading, Maths, Spelling and Grammar and teacher assessment for Writing (against National Curriculum criteria).

Following these assessment points, Year Teams (under the direction of the Year Team Leader) review the data and along with professional discussion and judgement identify those children who are not making the same progress as their peer.

Year Teams then decide on the best way to support these children through a graduated response e.g. adjustment to Quality First Teaching (QFT) approach, short term interventions within the year group team, access to ELSA programmes. (Appendix 1)

The school has more detailed guidance on supporting children whose reading skills are significantly behind age related expectation and this can be provided on request.

Should these strategies not provide the desired progress, the class teacher will submit a Notice of Concern form to the SENCO/Inclusion Manager to carry out a more in-depth analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- Use of diagnostic tools by our Lead HLTA's in SEN
- The pupil's own views
- Advice from external support services, if relevant and within resources available e.g. Local Authority Support Services, specialists in other schools, e.g. special schools, Social Services, Health partners such as Child and Adolescent Mental Health Service, Speech and Language Therapists, Occupational Therapists

Following this it may be seen as appropriate for the child to be placed on the SEN register. This will be done in consultation with and agreement from parents.

Each term, parents will be invited into school to meet with teachers, to review their child's progress and discuss the proposed action(s) for the forthcoming term and set new targets, drawing up an individual pupil centered plan (PCP). The child is also invited to attend these meetings.

For a very small percentage of children, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources; a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

Where a child joins the school with an identified Special Educational Need, the school will work with parents to draw up an initial Pupil Centered Plan (PCP) within the first month of them joining and then undertake termly reviews as outlined above.

Children with an EHCP will have their annual review in addition to the termly PCP meetings. Targets from the EHCP plan will be integrated into the PCPs which break down the longer term targets into smaller termly targets.

Parents/Carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher, Inclusion Manager or SENCO, if at any time they are concerned, or have information they feel they would like to share that could impact on their child's success/learning.

Where children participate in intervention groups (SEN and non-SEN children), the school monitors the effectiveness of these measures. For the majority this will be progress in NFER assessment outlined above. However, where children are significantly behind in reading the Salford Reading Assessment and Dandelion Reader Phonics assessment will be used. To measure the impact on social and emotional development aspects the school uses the Rosenberg Self-esteem scale.

5.5 Supporting pupils moving between phases and preparing for adulthood

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- Working closely with Upton Infants school we have a planned introduction programme delivered throughout Year 2, and particularly in the Summer term, to support transfer of Year 2 pupils starting school in September
- SEN teams from Upton Infants and Juniors meet in the Spring Term to discuss the transition arrangements for particular children as required.

- Upton Infant School provides Upton Junior School with information on pupil progress in relation to phonics progress in the Read, Write, Inc scheme.
- Teachers from Year 2 and 3 meet in the summer term, to allow face-to-face transfer of information to support appropriate teaching and learning on transfer.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The Inclusion Manager/SENCO is available to meet with parents/carers of children who are known to have SEN, to allow concerns to be raised and solutions to any perceived challenges to be discussed prior to entry.
- If children are transferring from another setting, the previous school records will be requested and a meeting set up with parents/carers to identify and reduce any concerns which may arise.

For those children transferring to secondary:

- The school will liaise with the key staff to pass on any special arrangements or support a child may need.
- All records will be sent to the child's new school as soon as it is confirmed that the child has been officially registered.
- If a child is particularly vulnerable the school may arrange for enhanced transition to the new school in agreement with parents/carers and child's new setting.
- When a child has an Education, Health and Care Plan, their receiving school will be invited to attend their annual review, in the autumn term prior to transfer.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. In Year 3, additional TA support is provided in each class to support transition from Infant school and allow enhanced small group and 1:1 support. The quality of classroom teaching provided to children with SEN, is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENCO, external verifiers,
- Ongoing assessment of progress made by children with SEN,
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- Teacher meetings with the Inclusion Manager/SENCO to provide advice and guidance on meeting the needs of children with SEN,
- Attendance and behaviour records.

Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome barriers experienced in school, to increase their access to the curriculum.

Where necessary and within the resource available to the school, individuals may be offered targeted interventions to support their learning. These are mostly arranged by Year Teams and evaluated each half term. There are also other interventions provided by the SEN team. This includes

- Tailored reading scheme for child's needs
- Emotional Literacy Support (ELSA)
- Learn to move

Services are occasionally bought in by the school (e.g SENSS, Behavioural Support).

This provision is monitored by the SENCO and inclusion manager to ensure effectiveness and value for money and adjustments made if necessary.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

5.8 Additional support for learning

We have at least one teaching assistant within each class (two within Year 3). They will provide additional support for small groups of pupils and pupils on a 1:1 basis, as identified in an individual's SEN support plan and PCP.

We have a highly skilled Inclusion Manager who is qualified to assess children on a range of skills and provided actions and activities based on outcomes.

We have teaching assistants who are trained to deliver interventions such as ELSA, phonics programmes, inference training and Breaking Barriers Maths.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language services
- Children's Social Services
- Parent Partnership Zone
- Occupational Therapy and Physiotherapy
- Hearing and Vision Support Services
- Children and Adolescence Mental Health Services
- Community Paediatrician
- Educational Psychologist
- Outreach from Special School professionals
- Parenting support from the Early Intervention Team
- Behaviour Support Services

5.9 Expertise and training of staff

Upton Junior School has a rolling programme of training and support for all our staff, based on the needs of the pupils within school. Staff may be sent on more individualised training if they are supporting a pupil with a more specific need.

Medical training to support pupils with medical care plans is organised as needed through liaison with the school health team. In the last year this included the diabetic nurse, school nurse, community physiotherapist, manual handling specialist, occupational therapist.

We also work with specialist schools to provide advice and bespoke training for staff, for identified children.

Our Inclusion Manager and specialist HLTAs are qualified to assess and teach children with specific learning difficulties, including speech and language disorders (SPLD), as well as providing ongoing advice and guidance to teachers and TAs.

5.10 Securing equipment and facilities

Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum (and if appropriate the learning environment) will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENCO and/or specialists.

If it is considered appropriate, children may be provided with specialist equipment or resources such as writing slopes, sensory cushions, wobble stalls, pen grips, enlarged print worksheets, laptop programmes to support certain skill development (e.g. Clicker 6, English Type). Where a child has specific mobility or medical needs adjustments are made to allow individuals to participate as fully as possible in all aspects of the curriculum e.g. special PE equipment.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term with parents and the child
- Reviewing the impact of interventions each term
- Using parent questionnaires
- Monitoring of delivery of specialist provision by the SENCO
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on day and residential trip(s) and relevant pre-visits and risk assessments undertaken to allow participation.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council along with all pupils
- Pupils with SEN who require extra support will be offered a programme of Emotional Literacy Support

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school's SENCO/Inclusion Manager works closely with a range of outside agencies and local authority agencies in order to support the varied needs of children who have SEN. In consultation with parents/carers the school can refer a child to outside agencies, to seek further guidance and support on meeting the child's need, within the resources available to it

. Agencies the SENCO might refer to include:

- Speech and Language services
- Occupational Therapy and Physiotherapy
- Hearing and Vision Support Services
- Children and Adolescence Mental Health Services
- Community Paediatrician
- Outreach from Special School professionals
- Parenting support from the Early Intervention Team
- Behaviour Support Services
- Educational Psychologist

5.15 Complaints about SEN provision

Should a parent or child have any complaint about the support they are receiving, they should in the first instance address their concern to the class teacher.

If they are unhappy with the outcome of this discussion then they should refer their concern to the SENCO who will look to address the issues/concerns they may have and failing this to the headteacher.

As with any complaint against the school, an individual may raise a complaint through the schools complaint's policy.

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

5.16 Contact details of support services for parents of pupils with SEN

Headteacher and responsibility for looked after children (LAC) : Mr Tony Collins

office@uptonjun.dorset.sch.uk

Telephone: 01202 622649

Deputy Headteacher: Mr Lawrence Long

office@uptonjun.dorset.sch.uk

Telephone: 01202 622649

SENDSCO: Mrs N Nixon

office@uptonjun.dorset.sch.uk

Telephone: 01202 622649

SEN Governor: TBC

office@uptonjun.dorset.sch.uk

Telephone: 01202 622649

Dorset Local Authority SEN team

senteam@dorsetcc.gov.uk

Telephone: 03905 224888

Family Partnership Zones

Details can be found at : www.dorsetforyou.gov.uk/family-partnership-zones

Dorset Special Educational Needs Information, Advice and Support Service (SENDIASS)

Details can be found at : www.dorsetforyou.gov.uk/390236

Dorset Parent Carer Council

Details can be found at : www.dorsetparentcarercouncil.co.uk

Telephone: 07827793244

5.17 Contact details for raising concerns

Mrs Nicole Nixon SENCO email: n.nixon@uptonjun.dorset.sch.uk

Telephone: 01202 622649

5.18 The local authority local offer

Our local authority's local offer is published here:

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=NsQQmkESYBo>

6. Monitoring arrangements

This policy and information report will be reviewed by the schools SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions and managing medicines
- Intimate Care Pol

