



**Bernards Heath Junior School**

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**SEND Policy  
October 2016**

# **Bernards Heath Junior School**

## **Special Educational Needs and Disability Policy**

### **Introduction**

At Bernards Heath Junior School we value the individuality of all of our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school regardless of their age, gender, ethnicity, attainment or background.

This policy sets out our aims and procedures in line with the Special Educational Needs and Disability Code of Practice (*June 2014 – DfE.*) The new Code of Practice places great emphasis on the involvement and consultation of parents and children in the creation and implementation of effective SEND policies.

### **Key Principles**

All children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training

Section 19 of the Children and Families Act 2014 sets out the principles underpinning the legislation and the guidance for the Special Educational Needs and Disabilities Code of Practice.

Primary schools must have regard to:

- The views, wishes and feelings of the child and the child's parents
- The importance of the child, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child, and the child's parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes

These principles are designed to support:

- The participation of children and their parents in decision making
- The early identification of children's needs and effective early intervention to support

them

- Greater choice and control for children and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children with SEND
- A focus on inclusive practice and removing barriers to learning

### **Definition of Special Educational Needs and Disability (SEND)**

A pupil has a special educational need if he or she has a need that calls for special educational provision to be made for him or her to have maximum access to a broad and balanced curriculum and the extra-curricular activities in school.

A child 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, or
- Has a disability 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.

This can be characterised by progress which:

- 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

We acknowledge the importance of monitoring progress in all areas of social, emotional, personal and academic development – for example, where a pupil experiences difficulties with their social and emotional development and this impacts on their self-esteem, or create a barrier that prevents the child from fully engaging in all aspects of school life.

We recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns, the school work closely with the appropriate outside agencies to carry out an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, we will consider a multi-agency approach. The school has systems in place to ensure that teachers are alerted

to other events that can impact on a child's learning, such as wider mental health issues, bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe. In such instances, we ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. A child will not be regarded as having SEND solely because the language or form of language at home is different from the language in which he or she is or will be taught.

## **Four Areas of Special Educational Needs**

The following areas give an overview of the range of needs that we plan for. We initially endeavour to establish the full range of needs and agree upon the actions that the school needs to take. The purpose of our assessment is to fully agree upon the child's needs and not to fit a pupil into a category. In practice, individual children often have needs that cut across multiple areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

### **1. Communication and Interaction**

Children and with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **2. Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **3. Social, Emotional and Mental Health Difficulties**

Some children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

At Bernards Heath Junior School we endeavour to effectively manage the effect of any disruptive behaviour so it does not adversely affect other pupils. We fully acknowledge our duty of care to all pupils who attend the school.

## **4. Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with MSI have a combination of visual and hearing difficulties. Bernards Heath Junior School works closely with the appropriate outside agencies when planning and delivering specialist provision for any children with sensory or physical needs.

### **Local Offer**

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. Detailed information about the Local Offer can be found in Section 4 of the Special Educational Needs and Disabilities Code of Practice (2014.)

Information regarding the Hertfordshire Education Authority Local Offer can be found on the Hertfordshire Grid for Learning.

## **Governor SEND Information Report**

Governing bodies must publish information on school websites about the implementation of the governing body's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year will then be updated as soon as possible.

### **Aims**

The Governors and staff aim to ensure that every child with a special need will receive the best possible education to enable them to fulfil their full potential. In particular we aim

- To enable every pupil to experience success
- To facilitate effective learning by raising self esteem
- Have high ambitions and set stretching targets for them
- To ensure all pupils receive appropriate educational provision that is relevant and differentiated and that demonstrates coherence and progression in learning.
- To give children with SEND equal opportunities to take part in all aspects of the schools provision.
- To identify, assess, record and regularly review pupils progress and needs.
- To involve parents in planning and supporting at all stages of their child's development. Ensure decisions are informed by the insights of parents and the children themselves.
- To work collaboratively with parents, staff and other professionals including support services.
- Promote positive outcomes in the wider areas of personal and social development
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We recognise the need for early intervention, and to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

Bernards Heath Junior School monitors the performance and progress of all children on a termly basis, whilst monitoring the impact of interventions and specialist provision on a more regular, on-going basis.

The quality of teaching for pupils with SEND, and the progress made by pupils, is an integral part of Bernards Heath Junior School's performance management arrangements and our approach to professional development for all teaching and support staff. All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should 'set high expectations for every pupil, whatever their prior attainment.' At Bernards Heath Junior School, teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to cater for the needs of all pupils and to remove barriers to pupil achievement.

### **Medical Conditions**

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual Healthcare Plans are set up where appropriate. An Individual Healthcare Plan specifies the type and level of support required to meet the medical needs of such pupils. Where children also have SEND, their provision is planned and delivered in a coordinated way with the Healthcare Plan.

### **Assess, Plan, Do and Review**

Where a pupil is identified as having Special Educational Needs, Bernards Heath Junior School take every action possible within our capacity to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. This process replaces our previous practice of providing IEPs for individual children.

### **Assessment and Identification of Special Needs**

Children with SEND may be identified by:

- 1) Information received from the feeder schools, on records, SATS and National Curriculum Teacher assessment sheets, or by personal contact with teachers.
- 2) Assessment by the class teachers, Headteacher, SENCO or support staff monitoring children's academic, emotional, physical and social prowess.
- 3) Scores on annual reading tests or other norm based testing,
- 4) Referral from the school nurse/doctor following routine medical examination.
- 5) Concerns of parents.
- 6) Contact with outside agencies, e.g. Social Services or the Attendance Improvement Officer.

- 7) Having undergone a formal Assessment procedure by County, resulting in an Education and Health Care Plan.

The Special Educational Needs Coordinator (SENCo) will be notified if not already involved if special needs are identified.

### **Teacher Assessment**

This involves planning detailed programmes of work which will enable the children to access the National Curriculum at their own level. There will be liaison between class teachers, teaching assistants and SENCO.

The curriculum can be modified for specific children and targets presented in the form of a Pupil Profile. The effectiveness of this modification will be assessed in relation to the targets set on the Pupil Profile. This will be on a termly basis. Staff are expected to set SMART targets (specific, measurable, achievable, realistic, time related).

Children will be encouraged to assess their own performance and this will inform the Pupil Profile. This will be by way of inviting the child to contribute to the review meeting if it is deemed appropriate by participating adults

### **Strategies for Delivery**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil. Class teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Where possible work should be differentiated within class groups to accommodate all pupils.

Differentiation - a definition

*“Differentiation is the process whereby teachers meet the need for progress through the curriculum by selecting appropriate teaching methods to match an individual child's learning strategies, within a group situation”.*

Visser 1993

### **Strategies for differentiation**

1. Adapting a worksheet
2. Providing additional resources
3. Providing appropriate text
4. Working in a small group with support
5. Giving extra teacher/classroom assistant/parent/student support
6. Having a differing expectation of outcome
7. Providing a different form of input

Teachers will implement the Pupil Profile with available resources; this can be through consultation with the SENCo.

## **Curriculum Access**

Wherever possible, through differentiated tasks, children are to have access to a full curriculum based upon the National Curriculum. Disapplication will only apply in **exceptional** circumstances.

## **Resources**

Allocation of funding

These are met from the school budget. In very exceptional circumstances, the SENCo will apply for additional funding, known as Exceptional Needs Funding (ENF). It is anticipated that this will be applicable on average to one child in the school at any one time.

Teaching assistants are used for individual and small group support either in the classroom or in a withdrawn situation as the teacher deems appropriate.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date. One review meeting will be organised per term to fully involve the class teacher, SENCo and Teaching assistant. The views of the parents and child will be an integral part of the review meetings. Additional review meetings may be agreed and organised where appropriate.

The impact and quality of the support and interventions is evaluated at the review meetings, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents are given a clear, written record outlining the support and interventions provided, enabling them to be involved in planning next steps.

Children with an EHCP undergo the review process as outlined in their EHCP in addition to termly reviews. This gives a full account of the child's progress to the parents and a multi-professional panel, and becomes an appendix to the Statement. It may maintain, modify or change the original provision if it is necessary.

Teachers and Teaching Assistants will hold current copies of Pupil Profiles for children they are working with.

## **Education Health Care Plans**

Education Health Care Plans will, under the new Code of Practice for Special Educational Needs and Disabilities, replace what were formerly known as Statements of Special Educational Needs. Where a pupil has an EHC plan, the local authority must

review that plan as a minimum every twelve months. Bernards Heath Junior School work closely with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. The factors a local authority should take into account in deciding whether it needs to undertake an EHC needs assessment are set out in paragraphs 9.14 to 9.15 in the Code of Practice for Special Educational Needs and Disabilities (2014.) The factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56. The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken within the school.

When setting up Education Health Care Plans the school will work in liaison with the local education authority and comply with the procedures and requirements as set out in the Special Educational Needs and Disabilities Code of Practice (June 2014.)

## **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs. This section of the policy is concerned with defining the roles and responsibilities of the following groups/individuals within the school

- 1) The Governing Body
- 2) The Headteacher
- 3) The SENCo

- 4) Class teachers
- 5) Teachers Assistants/Learning Support Assistants
- 6) Midday Supervisors

## 1. The Governing Body

In co-operation with the head teacher, the Governing Body has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview.

Governors play a major part in the schools self-review. In relation to SEND, the members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy and SEND Information Report, and that the school as a whole will also be involved in its development.
- SEND provision is an integral part of the School Development Plan.
- the quality of SEND provision is regularly monitored.

## 2. The Headteacher

The Head Teacher has responsibility for:

- the management of all aspects of the schools work, including provision for pupils with special educational needs.
- working closely with the SENCo.
- the recruitment and deployment of all SEND personnel within the school.
- overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

## 3. The SENCo

The SENCo is responsible for:

- managing day-to-day operation of the school's SEND policy.
- coordinating the provision for pupils with SEND and ensuring provision is mapped across the school.
- ensuring that an agreed, consistent approach is adopted by all staff working with SEND pupils.
- liaising with and advising other school staff.
- helping staff to identify pupils with special educational needs.
- organising the detailed assessments and observations of pupils
- supporting class teachers in devising strategies ,drawing up individual pupil profiles and setting targets appropriate to the needs of the pupils.
- advising on appropriate resources and materials for use with pupils with SEND
- Ensuring liaison with parents of pupils with SEND, so that they are aware of the strategies that are being used and become involved as partners in the process.

- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- maintaining the school's SEND register and records.
- assisting in the monitoring and evaluation process of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/ records, end of year QCA tests, SATs, etc
- Submissions and liaison for Exceptional Needs Funding
- contributing to the in-service training of staff
- liaising with the SENCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Liaison with Governors
- Coordination of support staff through provision mapping – Assessment coordinator
- taking part in Local and County SEND moderation.

#### 4. Class teachers

Class Teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum.
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND.
- giving feedback to parents/carers of pupils with SEND.

#### 5. Teachers Assistants/Learning Support Assistants

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the schools procedures for giving feedback to teachers about pupils responses to tasks and strategies.
- Attend appropriate training courses

#### 6. Midday Supervisors

Mid-day Supervisors should:

- be given any necessary information relating to the supervision of pupils at lunchtime.
- have the opportunity to meet the SENCo's in relation to behaviour management and any other issues for particular pupils.
- feedback to teachers on behavioural issues arising at lunchtime.

### **Working in Partnership with Parents**

The school values and promotes opportunities to work with parents.

We aim to:

- Ensure all parents are made aware of the school's arrangements for SEND, including the opportunities for meetings between parents and the school.
- Involve parents as soon as a concern has been raised. This may be done at a parent consultation or by a personal appointment with the class teacher or SENCo.

- Provide access to the SENCo to discuss the child's needs and approaches to address these needs;
- Support parents understanding of external agency advice and being aware of needs parents may have in respect of a disability or communication barriers;
- Have positive attitudes towards parents, respecting the validity of differing perspectives
- Recognise the pressures a parent may be under as a result of the child's needs;
- Acknowledge the importance of parental knowledge and expertise in relation to their own child;
- Gain parental permission before referring children to external agencies.

Bernards Heath Junior School liaises closely with VISTA, our extended school partner, and can put parents in touch with our School and Family Support Worker. We also use VISTA for professional mentoring and counselling services where appropriate.

**Evaluating the S.E.N.D. Policy**

The implementation of the policy is successful if:

- Children with SEND. are being identified.
- Appropriate targets are set, workable strategies are employed and a suitable means of assessment takes place.
- The parents, teachers and the children are satisfied with the arrangements made.
- The policy will be reviewed annually or as the need arises. This may be due to changes in legislation.

**Complaints**

Parents dissatisfied with arrangements concerning children's SEND in the first instance meet with class teacher and SENCo. The SENCo will, where necessary make arrangements for a formal meeting with the head, outside agencies and/or a Governor, in line with County Policy.

**Links with other schools**

Bernards Heath Junior School have a close working relationship with Bernards Heath Infant School and our local secondary schools. All records of children's progress, abilities and special needs provisions are forwarded to schools to which they transfer. The SENCo of Bernard's Heath Infant & Junior Schools meet in the Summer Term to discuss pupils with SEND who are about to transfer. Local secondary schools also liaise with Bernard's Heath by means of a meeting between Year 7 tutors and SENCo to ensure a smooth transition of SEND information.

SEND Policy, Draft Document, October 2016

Ratified by Governors:     \_\_\_/\_\_\_/\_\_\_

Date of Review:            \_\_\_/\_\_\_/\_\_\_