



ALMOND HILL JUNIOR SCHOOL  
GOVERNING BODY

PUPILS WITH DISABILITIES AND  
SPECIAL EDUCATIONAL NEEDS  
(SEND) POLICY

FULL GOVERNING BODY	2 <sup>nd</sup> October 2019
DATE FOR REVIEW	September 2020

# ALMOND HILL JUNIOR SCHOOL POLICY FOR PUPILS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS (SEND)

## Aims

The SEND Code of Practice (2015) says we must:

- Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child's parents, are central to achieving the best possible educational and other outcomes. (1.1)
- Use their best endeavours to make sure that a child with SEND gets the support they require.
- Appoint a SENCO who must be a qualified teacher working at the school. If required, they must achieve the National Award for Special Educational Needs Co-ordination within three years of appointment. (This does not apply to 16 to 19 academies.)
- Take steps to ensure that children with medical conditions get the support required to meet those needs. (5.11 and 6.11)
- Publish and update at the SEND information report no less than annually. (6.79)
- Publish their arrangements for admission for disabled children, the reasonable adjustments being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access over time.
- Co-operate with the local authority in the education, health and care plan review process (6.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer.

We have designed our policy in accordance with this and The Equality Act 2010 which sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

\*Numbered references refer to code of practice

[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf).

## Our Vision

At Almond Hill we use the aims of this policy to support

- Our belief that: all children, regardless of their ability should have equal access to education.
- Our aim to provide an inclusive, high quality education which responds to the diversity of pupils and families in our locality.

This policy has been drawn up in consideration of pupils, staff, parents/carers and governor views and in response to statutory requirements.

## Co-ordination

- All teachers are responsible for the day-to-day operation of the school's SEND policy.
- The Special Educational Needs and Disabilities Co-ordinator (SENCo) is Mrs Birchall.
- The SENCo liaises with, advises and provides appropriate guidance and training for teachers.
- The SENCo is responsible for co-ordinating records for SEND and liaison with external agencies.
- Weekly planning meetings ensure all support staff are well informed to support pupils.
- Provision for children with SEND is monitored through monitoring of IEPs, with the senior leadership team at Review of Attendance and Punctuality meetings and termly Pupil Progress meetings.

- There will be a continuum of provision matched to individual needs, with as many children and young people as possible having their needs met in universal settings.
- Roles and accountabilities will be clear and focused on the needs of the child or young person.

### **Admissions**

- Priority will be given when a child with a Statutory Assessment or an Education Health Care Plan (EHCP) names the school.
- We will take reasonable steps to ensure that pupils with a disability are not placed at a substantial disadvantage to other pupils who are not disabled and will give consideration to physical access to the school and access to the curriculum through the School Improvement Plan.
- The Governing Body has implemented an Accessibility Plan, which details how the school works to provide access to all stakeholders in the school through its curriculum, communication systems and through physical access.

### **Identification**

- We use a graduated response to identify pupils with SEND so that provision matches the nature of their needs and that the action taken to address those needs and their outcomes are regularly monitored and recorded.
- A child will initially be monitored with adjustments being made within class teaching.
- This may then move to more focussed strategies being put in place if the intervention required is significantly different from or to those that is offered through focused medium and weekly planning.

Intervention may be as a result of,

- a child showing little or no progress when teaching approaches are targeted at a child's area of weakness
- where a child demonstrates difficulty in developing literacy or maths skills which result in attainment below year group expectation in some curriculum areas
- where there is persistent emotional and/or behavioural difficulties
- where a child has particular sensory or physical difficulties
- where a child has communication and/or interaction difficulties

If additional or different strategies are put in place. The class teacher and SENCo, in consultation with parents, will refer a child for external support whether this is for example, for a Specific Learning Difficulty (SpLD) or a Social, Emotional or Mental Health Issue (SEMH). Intervention may be implemented when despite having an individualised programme and/or concentrated support the child:

- makes no progress in specific areas over a long period of time
- continues to work substantially below age related expectation
- continues in having difficulty in developing skills
- has emotional and/or difficulties which substantially and regularly interfere with the child's own learning or that of the class group
- has sensory or physical needs and requires additional specialist equipment, advice or visits from a specialist service
- has ongoing communication and communication difficulties that impede the development of social relationships that cause barriers to learning.

For a very few pupils, the help provided at this level may not be sufficient to enable the child to make adequate progress. In this case, the school, in consultation with parents and any external agency already involved, will consider asking the Local Education Authority (LEA) to consider an Educational Health Care Plan (EHCP) assessment.

## Assessment and Monitoring

- Our assessment procedures are used to monitor the progress of individual children. These are in addition to the ongoing monitoring of progress against individualised targets
- These may include oral and written feedback from the teacher and formal assessment of attitudes to learning to provide information about areas where the child is not progressing adequately from their different starting points.

## Provision

- We aim to provide all pupils with equal access to a broad, balanced and high quality curriculum.
- We employ a range of teaching strategies in addition to focused planning to support children's learning.
- Provision for children with SEND may be given through support both in and out of the classroom from the class teacher, part time teacher and/or teaching assistants.
- This support may be individual or in small groups using a variety of resources.
- The school recognises and celebrates children's achievements in their work and behaviour.

## Individual Education Plans (IEPs) and Risk Reduction Plans (RRPs)

A child who is having individualised support has an **IEP**.

- The child's IEP sets out short-term targets and the planned provision that will be used to enable the child to achieve these targets.
- An individual book may be used to monitor pupil progress against these targets.
- These are reviewed once a term where parents and children are encouraged to contribute their views.
- Reviews of IEPs indicate the outcomes in terms of the child's achievements and indicate any further action that is necessary.
- The targets set are small, measurable and achievable. It is usual for between one and three targets to be agreed.
- Targets will be set in liaison between the child, parents, class teacher and the SENCo.

If a child is at risk of disaffection or exclusion, their '**Risk Reduction Plan**' (RRP) will reflect appropriate strategies to meet their needs.

The school may draw up an RRP in line with *Hertfordshire STEPS* (see Behaviour Policy). '**Step On**' is training in de-escalation. It emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm'. [steps leaflet 2017.pdf](#)

These may be used in conjunction with an IEP. RRP's will be reviewed with parents and child within a period of 1-4 weeks.

## Staff Development

The SENCo provides:

- induction for all new members of staff
- appropriate INSET (training) for teaching staff and support staff
- attends regular briefings and appropriate training relating to SEND and feeds back to staff
- Where appropriate class teachers will attend INSET, for example if there is a child with specific needs in their class or receive specific training from outreach specialists.

## External Support

- We work in partnership with various external agencies.
- We may seek support from these agencies according to the child's needs.

- The SENCo and class teacher liaise with the support agency to reflect advice in pupil IEPs.
- Parents are invited to meet with external agencies involved with their child.

### **Liaison with Feeder Schools**

- At the point of transfer, the class teachers and SENCo meet with teachers from main feeder schools to transfer information.
- For children with specific needs, additional arrangements may be made.
- A specific programme supports transition from KS1 to KS2.
- At secondary transfer, children with specific needs may receive additional support in conjunction with the support of an outreach teacher from the Education Support Centre.

### **Liaison with Parents and Children**

*‘Our whole family approach will support children’s emotional wellbeing, helping to improve attainment and enabling children to reach their full potential.’*

Hertfordshire Children’s Services Strategic Plan 2015-2018 Shaping The Future p5

### **Guidance from the New Code of Practice**

Principles underpinning this Code of Practice 1.1 Section 19 of the Children and Families Act 2014 make clear that local authorities, carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- The views, wishes and feelings of the child or young person, and the child’s parents
- the importance of the child or young person, 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 or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. 1.1 COP 2015

### **SEN Code of Practice 2015**

- Parents are invited to be involved at all stages of the school’s graduated response to children with SEND.
- On entry to school, parents have the opportunity to meet with the class teacher and SENCo or Head.
- Parents are also invited to attend an IEP review meeting with the class teacher every term.
- All parents may make appointments with the class teacher, SENCo or Head Teacher at any time during the year to discuss their child’s progress or any concerns they may have.
- Parents are encouraged to inform the school of any circumstance that may affect their child’s progress at school.

For children with more complex specific needs,

- We may initiate an Early Help Module where we will work in partnership with another lead professional supporting the child or family at home.
- If we consider a referral to an outside agency is necessary, parents will be invited to discuss the referral and their permission will be gained.

We will seek to support parents who are disabled and those who do not have English as a first language.

Parents will be informed of the support offered by the Parent Partnership Service.

Parents will be fully consulted throughout the statutory assessment process.

Additional information can be gained from the school’s ‘Local Offer’ which is published on the school website.

## **Pupils**

- We consider the views of pupils in their learning.
- Children with IEPs and RRP to discuss and review their targets with the class teacher.
- Consideration will be given to the age, maturity and capability of a child when seeking their views.

## **Monitoring**

- The Head Teacher and SENCO are responsible for monitoring the implementation of this policy.
- Class teachers monitor the progress of individual children through weekly year group meetings and 4 weekly RAP meetings and INSET
- Support staff contribute to this monitoring.
- Progress against IEP targets is monitored by the SENCO every term.
- The progress of pupils registered as having an additional need is monitored through Raise Online.
- The SENCO meets regularly with governors and reports to the governing body committee
- The Head Teacher reports every term to the Governor Finance/Pay Committee, which may include reference to SEND spending.

## **Complaints**

- The Head Teacher will deal with any complaint about the provision given for a child with SEND following the school's complaints policy.
- Parents will be informed of the Parent Partnership Service and advised that they may contact the Chair of Governors if they feel their complaint has not been dealt with satisfactorily.
- We will seek to work in partnership to resolve any concerns and if a complaint is upheld we will agree time targets in which the school aims to respond.

## **Evaluation**

- The views of the stakeholders, and evaluation of any relevant factors will be considered in review of this policy.
- This policy is reviewed annually.

Children's Service Strategic Plan <https://www.hertfordshire.gov.uk/media-library/documents/about-the-council/data-and-information/childrens-services-strategic-plan-2015-18.pdf>

## **Code of Practice**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)