



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

PUPILS WITH DISABILITIES AND
SPECIAL EDUCATIONAL NEEDS
(SEND) POLICY AND DYSLEXIA
DEFINITION

FULL GOVERNING BODY	December 2022
DATE FOR REVIEW	December 2023

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.

Our Vision

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

- Our belief that: all children, regardless of their barriers 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

A child will be placed on the SEND Register using one of the following codes

K = SEN Support (within school or from outside agencies)

E= Education, Health and Care Plan

Each child will be assigned a main presenting need which falls into 4 broad categories

- Cognitive and learning
- Speech and language
- Communication and action
- Social, emotional and mental health

Roles and Responsibilities

Leadership:

The Governing Body (working co-operatively with the Head Teacher)

- Establishes strategic staffing and funding arrangements and maintains a general overview of the school's provision for children with Special Educational Needs or Disabilities
- There is a dedicated SEND governor

The Head Teacher

- Has overall responsibility for the management of SEND
- Has responsibility for strategic use of funding
- Regularly informs governors as to provision and practice within our setting
- Works closely with the school's SENCo and Pastoral Team

The SENCo

- Supports teachers to identify and assess children who may have additional needs
- Oversees and reviews provision for these children
- Works closely with, advises and provides appropriate guidance and training for teachers and support staff.
- Liaises with parents/carers of children with additional needs
- Liaises with external agencies including the Local Authority
- Attends regular updates via DPSL2 network meetings
- Co-ordinates records for SEND
- Arranges and carries out annual reviews of children with Education, Health and Care Plans
- Meets regularly with the Senior Leadership Team and Governors
- Provides INSET for teachers
- Works with other SENCos and teachers to plan effective transition between phases and year groups
- Provides induction for all new members of staff

The Class Teacher

- Is responsible for the progress of children with SEND in their class
- Identifies children with additional needs in their class
- Adapts the learning to meeting child's needs
- Seeks advice and support from the SENCo to meet the needs of children with SEND
- Works with support staff and specialist staff
- Is responsible for assessing the impact of provision
- Ensures that the classroom reflects the school's ethos of an inclusive classroom
- Weekly planning meetings ensure all support staff are well informed to support pupils with additional needs.
- Ensure provision is centred on the needs of the child or young person.
- Liaises with parents/carers of children with additional needs in their class.
- Is responsible for the writing and reviewing the IEP and ADPRS and contributes to the EHCP annual review

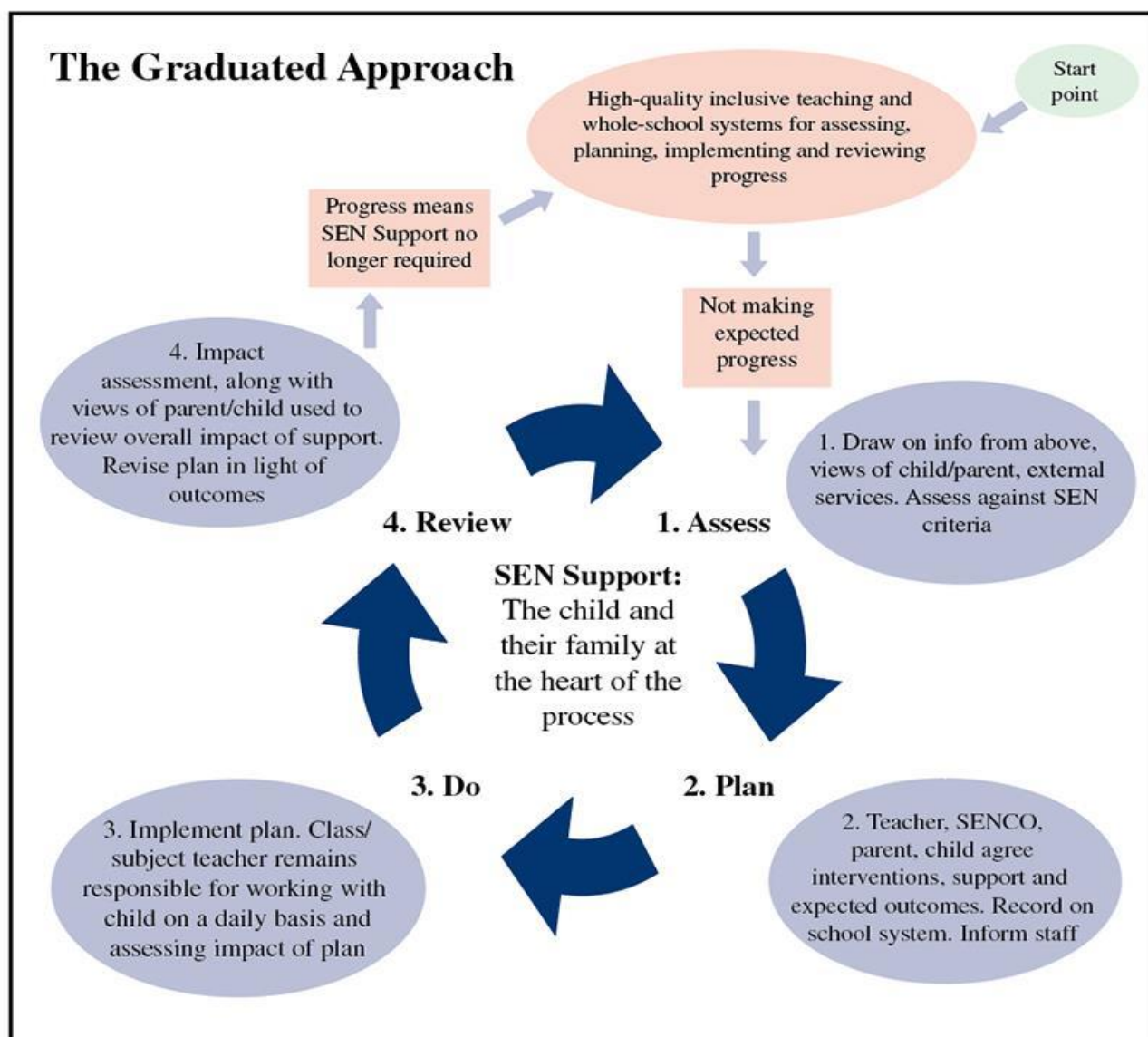
Admissions

- 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.

Assessment

Children who continue to face barriers in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provision, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEN support.

This SEN support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.



Assessment may include

- Teachers ongoing assessment
- Standardised reading, spelling or mathematics assessments.
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments for specific learning difficulties.
- Request for advice from a specialist professional.

Planning may include

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.
- Physical or personal care support.

Do may include

- Delivering high-quality teaching to the student in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified
- Managing any teaching assistants who are supporting students with SEND in lessons.
- Implementing any targeted or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the student, their parents, the SENCO and any other staff involved in order to establish how things are going and whether any changes are required.

Review may include

- What progress has the student made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/additional provision had on progress?
- What are the student's, parents' and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?

<http://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

- Provision for children with SEND is monitored through monitoring of IEPs and ADPRs with the senior leadership team and particularly the SENCo
- 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.

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 termly with parents but every half term learning targets will be reviewed and children moved on where necessary and parents are informed via Target Achieved certificates and the year group emails and children are encouraged to contribute their views. The use of Seesaw is being trialled as a more effective communication tool
- 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.

A child who is having support for a range of difficulties will have an ADPR. The child's ADPR covers areas of;

- Structure and organisation
- Social communication
- Emotional and sensory regulation
- Cognitive and learning

Needs will be assessed and strategies derived to meet these needs.

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'.

These may be used in conjunction with an IEP or ADPR. RRP's will be reviewed with parents and child regularly to ensure they meet the needs of the child as closely as possible.

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 at Almond Hill.
- Parents are also invited to attend an IEP review meeting with the class teacher twice term, once in the spring
- 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, ADPRs and RRP's are invited 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.

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

Dyslexia: Information for Parents and Schools in Hertfordshire

Persistent difficulties with literacy (reading and spelling) are perhaps the most well known and most prevalent of all educational difficulties. **There is absolutely no doubt that some children have difficulties learning to read and spell for reasons other than poor teaching or due to profound/severe learning difficulties.** However, despite a huge body of research into dyslexia no one has been able to produce a universally accepted definition that is precise and based on scientific findings.

In Hertfordshire it has been agreed to define dyslexia based on three widely recognised definitions; namely, the Rose Report (2009), the British Psychological Society (2002) and the current British Dyslexia Association definitions.

Dyslexia is a term used to describe difficulties with developing and acquiring accurate and fluent word reading and/or spelling, which is severe and persistent in nature despite appropriate learning opportunities and evidenced-based intervention. Dyslexia is underpinned by difficulties in some or all of the following:

- Phonological awareness: the ability to perceive and manipulate sounds in words
- Verbal memory: the ability to store, process and manipulate verbal information
- Verbal processing speed: the ability to retrieve familiar words quickly and accurately
- Visual processing speed: the ability to visually recognise familiar words/symbols/patterns quickly and accurately

Dyslexia should be recognised as a continuum across a range of abilities rather than a discrepancy between intelligence and literacy skills. Co-occurring difficulties may be seen in aspects of language, motor coordination and personal organisation, but these are not by themselves markers of dyslexia.

An assessment of dyslexia is a process not an event and should happen over time, taking into account a child/young person's patterns of strength and needs.

(Rose report, 2009; British Psychological Society, 2002; British Dyslexia Association)

The term dyslexia is a social construct rather than a medical diagnosis. The term dyslexia is embedded into Western culture and so is likely to continue to be used for social and political reasons. Many people who have been identified as being dyslexic find the 'label' useful and are relieved that their difficulties have been identified and acknowledged. Hence, any challenge to the usefulness of the term dyslexia is often met with strong and emotionally charged resistance.

Recent research has concluded:

- Literacy difficulties arise for many different reasons. Hence, a model that assumes one main cause or a single 'typical dyslexic profile' for children with literacy difficulties is too simplistic.
- Research shows that it is difficult to reliably distinguish dyslexics from other poor readers.
- There is no research evidence to show that children with dyslexia should receive different intervention compared with other children with literacy difficulties. This pertains to decoding skills, i.e., sounding out and blending letters to make words, as opposed to comprehending the meaning of those words.

Literacy difficulties arise for many different reasons. A model assuming one main cause for dyslexia is too simplistic. The term does not provide much information about how individual children's literacy needs should be addressed. Much information about dyslexia is discussed as if it were fact, whereas many of the assumptions surrounding the term are not supported by scientific findings. Dyslexia is perhaps best thought of as an umbrella term that indicates

that a child has persistent difficulties with literacy, while acknowledging that the exact nature of the difficulties may vary from case to case.

Hertfordshire Educational Psychology Service (August 2018)

References:

- *The Psychologist March 2018 Vol 31 (p 56-59)*
- *Reading disorders and dyslexia - Hulme and Snowling, 2016*
- *Early identification and interventions for dyslexia: a contemporary view – Snowling, 2015*
- *The Dyslexia Debate, Elliott & Grigorenko, 2014*
- *Rose Report, 2009*
- *House of Commons Report, 2009*