

Priory Junior School

SEND Policy

Policy Date: November 2021

Review Date: November 2022

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Definition of SEND

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. The four areas of SEN are as follows:

- *Communication and interaction.*
- *Cognition and learning.*
- *Social, mental and emotional health.*
- *Sensory and/or physical.'*

SEND Code of practice 2014

At Priory Junior School we strive to provide inclusive education for all children including those with Special Educational Needs and Disabilities (SEND). Quality First Teaching is the universal provision made for all children and young people, in addition to this, where a pupil has been identified as having a SEN, evidence-based interventions will be put into place to help close the gap. Some children may need further special support which may include specific personalised provision.

Objectives

The specific objectives of our SEND policy are as follows:

- To identify students with special educational needs and disabilities as early as possible and ensure that their needs are met.
- To ensure that we provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND.
- To ensure that all learners make the best possible progress.
- To ensure that there is effective communication between parents and school.
- To involve parents with the targets school sets for their child.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Role of The SENCo

The responsibilities of the SEND Coordinator (SENCo) include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEND.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Advising on the graduated approach to providing SEND support.

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with early-years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with future educational providers to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps up-to-date records of all pupils with SEN.
- To make referrals for children to relevant outside agencies if and when needed.

Role of The Class Teacher and Teaching Assistants

The class teacher's responsibilities include:

- Being aware of the school's SEND policy.
- Working alongside parents and children to write and regularly review appropriate targets.
- Working alongside the child to develop child friendly targets.
- Keeping up to date assessments of children with SEND.
- Keeping Assess-Plan-Do-Review records for all children with SEND.
- Differentiating lessons to ensure all children are included.
- Liaising with parents of children with SEND regularly.
- Complete relevant paperwork for the child in their class providing the most up to date information.
- Bring to the attention of the SENCO any children they have identified as having a SEN need that cannot be met through normal school provision.

The teaching assistants' responsibilities include:

- Being aware of the school's SEND policy.
- Differentiating lessons to ensure all children are included.
- Liaising with parents of children with SEND regularly.
- Being fully aware of the SEN's of the children they work with and how to support them following their one page profile and EHCP if they have one.

SEND Class Files

It is the class teacher's responsibility to ensure their SEND class file is up-to-date. The file should include One-page Profiles (OPPs), Child Friendly Targets, Assess-Plan-Do-Review (chronology of impact) and relevant assessment data. It is the Class Teacher's duty to complete an Assess-Plan-Do-Review record throughout the school year, detailing implemented interventions and strategies used to support the child, and the impact these have had.

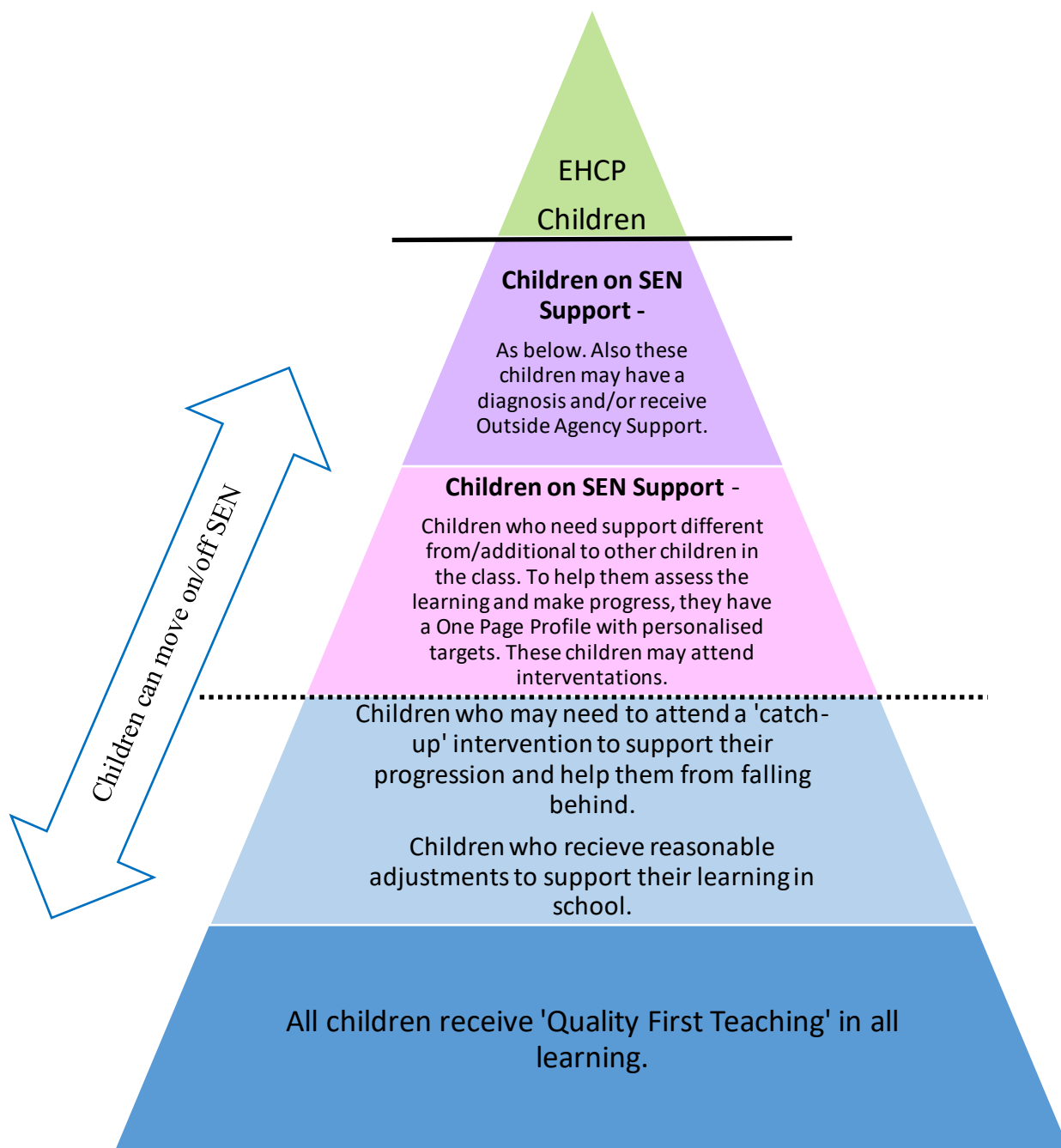
Identification and Assessment of SEND

In accordance with the SEND Code of practice 2014 our method of identification and provision follows a graduated approach:

1. **High Quality Teaching:** The class teacher differentiates teaching and learning to ensure that the needs of individual children are met. Additional general support may be provided.
2. **Additional Need:** If a child's needs relate to more specific areas of learning then the child may be included in an intervention group. This may be led by the class teacher or a teaching assistant. The length of time the interventions run for varies according to need but will be monitored regularly. Interventions will be reviewed by the SENCo and staff to establish the effectiveness of the provision and to inform future planning.
3. **Higher Needs:** If a pupil has higher level needs this may result in them being identified as requiring 'SEN support' and having a One-page Profile (OPP). The formulation of this will involve the parents/carers, child and where applicable other relevant professionals. This process will identify outcomes and targets for the child and how they may be achieved.
4. **Complex Needs:** If a pupil's needs are more complex formal assessments for an Education, Health and Care Plan may be undertaken.

A child may move between the levels of support, depending on their individual need.

See diagram;



If a child has been identified as having SEN, they will have an OPP. This is a personalised document co-produced with the pupil, parent and class teacher to ascertain outcomes and how these outcomes are to be achieved. These will be monitored by the class teacher and by the SENCo and will be reviewed during parents evening, where progress towards the outcomes is discussed with the parent and pupil. All parties will have a copy of the OPP which will be an on-going working document. An OPP should include:

- A summary of needs; *linked to the 4 areas of need list above.*
- Personalised, specific and reachable targets.
- Teaching strategies to be used.
- Required resources.
- Success Criteria.
- Start and End benchmarking/assessments.
- Evaluation of progress.
- Involvement of outside agencies

Once completed, OPPs should be shared with the SENCo. The school develops child friendly targets to ensure children are fully involved with their learning. Lesson planning should provide opportunities for the child to work on these targets and achievement should be celebrated. Termly the OPPs are evaluated and renewed by the Class Teacher and parents.

The children on the SEN register at Priory Junior School are monitored regularly by the SENCo. If a child no longer needs the extra provisions provided due to making good progress, then the SENCo and class teacher will consult on this and decide what to do next. If they are in agreement, then the teacher will meet with the parents to share the success their child has made and that their child will move off the SEN register. We will then put the child onto the 'watch' list. This means they will be carefully monitored by the SENCo so if anything changes, progress changes or further concerns arise they can be address. Any previous SEN records will be kept on file for the child's duration in Priory Juniors.

Education, Health and Care Plans

The purpose of an Education, Health and Care Plan (EHC) is to:

- Deliver special educational provision to meet the special educational needs of the child or young person.
- Secure the best possible outcomes for them across education, health and social care.
- Prepare them for adulthood.

In accordance with an EHC plan, 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.

Children who have an EHCP, will have an Annual Review meeting yearly to review the current outcomes, set new outcomes and update their four areas of need information.

Early Help Assessment

We use the Early Help Assessment (EHA) in order to support children with SEND and their families. This enables us to work in unison with a variety of outside agencies, correctly assessing the child's needs and allowing achievable targets to be set. After an EHA has been written alongside parents, Team Around the Family (TAF) meetings are held regularly to ensure progress is being made.

Access to the Curriculum

All children have an entitlement to a rich and broad curriculum which should motivate and excite them. When a pupil has been identified with SEN their work will be differentiated appropriately by the class teacher as part of High Quality Teaching to enable them to access the curriculum. Teachers use a variety of teaching strategies to enable all children to succeed. Lessons have clear objectives and success criteria, they are differentiated to ensure all learners and learning styles are included. Weekly plans include a section for specific actions for children with SEND and these are linked closely to the child's OPP targets. Where necessary, children are given adult support and are included in guided groups during lessons in order to provide additional support. Teaching

Assistants have access to the teachers' plans and their role during lessons is made clear. All classrooms have a visual timetable on display throughout the school day and our classroom displays are inclusive. If required, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips, wobble cushion etc.

Interventions

Appropriate interventions for children with SEND are designed by the Class Teacher with support from the SENCo where necessary and link closely to the child's OPP targets. Interventions will be placed onto the school's provision map and monitored closely by the SENCo. Intervention levels are graduated into the following system:

- Wave 1 intervention is high quality teaching of all children during lessons.
- Wave 2 intervention is small group support for children who are showing gaps in their learning.
- Wave 3 intervention is specific targeted support for individual children.

Nurture Provision

At Priory Junior School we have a nurture group, called 'The Snug'. The purpose of The Snug is to provide selected children with a personalised curriculum in an environment based on the Nurture UK model. This was set up last year for a group of year 3 children who were identified as working significantly below age expected in all core areas and find the classroom environment during these lessons to be a negative experience, impacting on their social and emotional needs.

The children would attend The Snug every morning, where they receive a personalised curriculum for English, Phonics, Reading, Handwriting and Maths. They also take part in a variety of nurture activities personalised to them following an assessment of their social and emotional needs. It is the intent of The Snug that these children will make progress both academically and emotionally so they re-join the class for learning at some point.

The Snug gives the children a small-scale setting in which they can experience nurturing care while accessing the learning. They will work on developing their self-esteem, social skills and trusting relationships with others. This environment will also give the children a sense of achievement working on an appropriate curriculum with other children to develop self-belief that can do it.

Partnership with Parents

At Priory Junior School we work closely with parents and carers of children with SEND and value their contributions highly. We actively encourage partnership with parents through our open door policy. We hold two parent evenings during the school year and parents are invited to EHC plan reviews and TAF meetings.

Monitoring

The SENCo is responsible for the monitoring of the school's SEND provision. Learning walks are carried out regularly and the findings from these are fed back to the Senior Leadership Team and Class Teachers. Planning scrutiny are used to ensure lessons are being differentiated appropriately and the specific needs of children with SEND are being met. Discussions with children with SEND are carried out and their views are used to further enhance their learning experience. A SEND action plan is written and reviewed once a term and shared with the Senior Leadership Team. All assessment of children with SEND are given to the SENCo.

The SENCo also has regular discussions with class teachers to discuss the progress of the SEN children and what support should be in place.

Partnership with the Governing Body

At Priory Junior School we have an SEN Governor, this person works closely with the SENCO. The SEN Governor holds the SENCO accountable for the SEN action plan, how SEN is doing in school and what the SENCO is doing to support. They are the link between the Governing Body and the SENCO.

This Policy will be reviewed in November 2022.