

BURLINGTON JUNIOR SCHOOL



Policy Statement
For Additional Special Educational Needs and Disabilities
For Burlington Junior School
September 2017



This policy complies with the statutory requirement laid out in the SEND code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DFE Feb 2013
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 2 framework document Sept 2013
- Teachers Standards 2012
- School policies which can also be found on our website

In the spirit of current reforms it was created by the school's SENCo, Brigid Sims, in liaison with the SLT, all staff and parents of children with SEND.

SECTION 1: Guiding Principles

- Burlington Junior School is an inclusive and supportive junior school. We believe that every teacher is a teacher of every child including those with SEN.
- In this school we have high expectations and set suitable targets for all pupils.
- In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual pupil's Statement of Special Educational Need or EHC (Education and Health Care Plan).

SECTION 2: Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To work within the guidance provided in the SEND COP, 2014
- To enable all pupils to participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To enable pupils to have their voice heard
- To communicate with the Governing Body to enable them to fulfill their monitoring role
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- To clarify the roles and responsibilities of staff and governors

Definition of SEN

SECTION 3: Identifying Special Educational Needs

- SEN refers to a Special Educational Need. *A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.* Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv
- AN refers to an Additional Need. Not identified as a Special Educational Need but a need nonetheless that is creating a barrier to learning. This could well include a social need.
- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school

The Code of Practice 2014 describes 4 broad categories of need (Pg86-). These four broad areas give an overview of the range of needs that should be planned for. We would aim to identify the needs of the child purely so that we can work out what action the school needs to take. We would identify the needs of the learner by considering the needs of the whole child not just the SEN.

The 4 areas of need are:

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.)
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific learning Difficulties affecting 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*. They include:
 - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder

4. *Sensory and/or Physical Needs*, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

We also consider the following which may impact on progress and attainment pupils but do not consider them to be SEN

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

SECTION 4: A Graduated Approach to SEN support

All pupils receive a differentiated curriculum delivered through Quality First Teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including any pupils receiving additional support. Those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO.

The progress and attainment of all pupils is reviewed and discussed with the Senior Leadership Team at termly intervals, although staff input progress data at half termly intervals. In addition to this, any teacher or member of staff can raise concerns about a pupil with the SENCO at any time. We involve parents/carers and where appropriate, the young person in question as soon as we feel a pupil may have a barrier to learning.

The first step to meeting the needs of any pupil who is under achieving is high quality, differentiated teaching. If the pupil is still not making sufficient progress or meeting their targets despite interventions and adjustments we follow the *SEND Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- Assess:* the class teacher and SENCO will analyse a pupil's needs before identifying a child as needing SEN support- parents will be notified whenever it is decided that a pupil is to be provided with SEN support.
- Plan:* A Personal Passport and Provision Plan is written by the school in discussion with the child, the parents, the class teacher and the SENCO.
- Do:* The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- Review:* The effectiveness of the support will be reviewed in line with the agreed date. The Personal Passport is reviewed and revised with parental and pupil input on a termly basis.

In school we use a range of assessment data e.g., relevant family/medical history, P Scales, Teacher Assessments, Screening Tests, SATs results, RAISE online, Teaching Assistant assessments, reading/spelling phonological awareness tests; behaviour observations recorded in a diary, etc. A range of diagnostic tests are used as

appropriate.

Pupils who fail to make adequate progress on the basis of accumulated evidence are placed on the Special Needs Register. Parents are always consulted before this decision is made.

The SEN Code of Practice (2014) describes adequate progress as being that which,

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Allows the attainment gap to close between the pupil and children of the same age

SECTION 5: Managing pupils needs on the SEN register.

Once a pupil is included on the SEN register a Personal Passport and Provision Plan is drawn up by the class teacher in consultation with SENCo, parents/carers where possible, and the pupil. Occasional advice may be sought from external agencies to inform effective intervention. The Personal Passport allows for close monitoring of progress towards short-term outcomes, agreed with pupil and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress advice may be sought from external agencies which may include social as well as educational services. At this stage, an SEN may be identified.

All class teachers have a summary of their responsibilities for pupil's identified as having Additional and Special Educational Needs in the register file in each class. This file also contains a list of SEND pupils in the class and additional ASEND information where appropriate e.g. characteristics of dyslexia, etc. Personal Passport are also kept in the class register files.

Pupil's views are gathered using Pupil Voice and they are encouraged to record using a variety of media. Termly reviews are held with Parents, Class teacher and SENCo but parents are encouraged to contact the school whenever they have a concern or information to share.

We have been allocated Educational Psychologist Support and can also request Behaviour Support, Occupational Therapy support and Health Services including Speech and Language support. If we are unable to fully meet the needs of the pupil through our own internal provision and expertise we would call upon these services for support.

Education Health Care Plan

If a pupil is either not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

On gathering all relevant advice about a pupil's progress the SEN team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

SECTION 6 : Criteria for exiting the SEN register/record

Following termly review it may be decided that the pupil has made and maintained significant progress and is no longer requiring such intensive support. We would consider recommendations of professionals and views of parents before removing a child from the

register. However they would continue to be monitored closely by the SENCo and the Class teacher at the half termly reviews.

SECTION 7: Supporting pupils and families

The Kingston Local Offer can be found on the AFC website.

The school's admission arrangements can be found on the school's website.

Transition is recognized as extremely important and any pupils requiring additional support at this time are identified and planned for. We also support pupils in their transition from schools and other educational settings and to new schools. The Inclusion Leader is responsible for this with input from the relevant class teacher.

The school's policy on managing the medical conditions of pupils can be found on the school's website www.burlingtonj.kingston.sch.uk

SECTION 8: Supporting pupils at school with medical conditions.

- We recognize that pupils at Burlington Junior School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

All office staff and the majority of teaching assistants and all midday supervisors (SMSA's) at Burlington are first aid trained. Some staff are Epi Pen trained and this is an ongoing updated training. The school's policy for supporting pupils with medical conditions can be found on the school website www.burlingtonj.kingston.sch.uk

SECTION 9 : Monitoring and evaluation of SEND.

The monitoring and evaluating of provision is an ongoing process.

The Senior Leadership team carries out regular Learning Walks regularly focusing on SEN planning and differentiation. Intervention groups are also observed. Any observations are discussed and any gaps identified and training delivered.

We hold regular INSETs and we hold a Parents Forum termly where there is the opportunity for special educational provision to be discussed.

The SENCo meets termly with the SEN governor and the SEN governor is involved in monitoring SEN within the school.

Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

SECTION 10: Training and resources.

Each school is allocated from the LA funding, which is to be specifically used to support the learning of children with SEN.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCOs regularly attend the LAs and Cluster SENCO network meetings in order to keep up to date with local and national updates in SEND.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training is ongoing in response to identified needs.

Specialist equipment will be considered on an individual basis.

Additional Funding

Where a child needs additional support over and above the core funding the school shall apply for additional funding to further meet their needs.

SECTION 11: Roles and responsibilities

The Special Needs Co-ordinator (SENCO), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEN policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies.

Brigid Sims (Inclusion Leader) currently holds this post. She is an experienced teacher and a member of the Senior Leadership Team. She has been a SENCo since 2001. She can be contacted via the school office on 0208 942 2687

Her responsibilities include:

- *Overseeing the day-to-day operation of the school's SEN policy*
- *Co-ordinating provision for children with SEN*
- *Advising on the graduated approach to providing SEN support*
- *Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs effectively*
- *Liaising with parents of pupils with SEN*
- *Liaising with other schools and outside agencies*
- *Being a key point of contact with external agencies especially the local Authority and its support services*
- *Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *providing professional guidance to colleagues to secure high quality teaching for pupils with SEN.*
- *Ensuring that the school keeps the records of all pupils with SEN up to date*
- *line managing all Teaching Assistants*
- *managing the schools responsibility for meeting the medical needs of pupils*

The SENCO provides a yearly report to the SEN Governor that includes changes to the SEN and AN registers and the impact of interventions.

The Head teacher, Mrs Pip Utting, has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head teacher works closely with the SENCO and keeps the Governing Body fully informed of ASEND issues, providing an annual SEND Information Report.

The content of the report is specified at section 6.81 of the Code of Practice 2014: 0 to 25 years

The SEN Governor for this school is Mrs Ann Bastow.. Her responsibility is to use her best endeavours to ensure that the necessary special education provision is made for any pupil who has SEND. She will ensure that pupils with SEND join in the everyday activities of the school as far as is compatible with them receiving the necessary special educational provision. She will take account of the ' New SEND Code of Practice' when carrying out her duties towards all pupils with SEND.

The Head teacher, Deputy Head teacher, Inclusion Leader and Mrs Terri –Ann Easty (Family Outreach Officer) are the Designated Teachers with specific Safeguarding Responsibility.

SECTION 12: Storing and Managing Information

Class teachers are responsible for storing and managing their own SEN files. A SEND pink file for each SEND child is kept in a locked cabinet in the SENCOs office. Transfer of information to other school's occurs on transition from KS2 to KS3 or if a child who has SEND transfers to another school whilst at Burlington Junior School.

SECTION 13: Reviewing the policy

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

SECTION 14: Accessibility

Part of the school has two levels. There is disabled access through the major areas of the school and disabled toilets and there is a lift for access to the part of the school which has two levels. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in small teaching rooms throughout the school.

All members of the school community, including pupils, are invited to inform the school of any disability they have.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

SECTION 15: Dealing with complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure. We encourage parents to discuss their concerns initially with the class teacher, SENCO, Deputy or Head teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)

Resolving Disagreements

The SEN Code of Practice outlines procedures for resolving disagreements in Chapter 11.

In addition, information can be sourced from KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS)

SENDIASS is a friendly team of local advisors who offer impartial and confidential advice and support on all matters relating to Special Educational Needs and or Disability.

They offer support with Education, Health and Care plans, personal budgets, person-centred planning and how to use the Local Offer. In addition they:

- Support with understanding reports and letters, attending meetings and preparing for assessments and reviews.
- Information and signposting to support services in your area.
- Support with and signposting to our specialist mediation team.

Who they support:

The service is available for children, young people and their families with a special educational need and or disability who are resident in Kingston or Richmond. They are based at the Moor Lane Centre in Kingston and the Croft Centre in Richmond.

Opening times

Opening hours are 10am to 5pm – 51 weeks of the year Evening helpline: Monday to Wednesday until 10pm (answered by one of the SENDIASS team)

Download the SENDIASS leaflet here

http://www.afclocaloffer.org.uk/uploads/afclocaloffer/document/file/277/SENDIASS_leafletOCT2015.pdf

About KIDS

KIDS is a national charity providing a wide range of services for disabled children, young people and their families across the country. KIDS vision is a world in which all disabled children and young people realise their aspirations and their right to an inclusive community which supports them and their families.

They can be contacted on:

Tel: 020 8831 6179

Email: richmondkingston@kids.org.uk

Website: <https://www.kids.org.uk/>

Additional advice and support can be sought through Kingston & Richmond SEND Family Voices. They are a volunteer led charity, formed in June 2014, in response to the opportunities offered by the SEND reforms; these are the changes in law which aim to create equal partnerships between families of children and young people with Special Educational Needs & Disabilities (SEND) and the professional services. They can be contacted on:

Telephone number: 07469 746 145

Website: <http://www.sendfamilyvoices.org>

- Email: sendfamilyvoices@outlook.com

SECTION 16: Bullying

Burlington Junior School has a robust response to any bullying. We have regular assemblies and class PHSE time where we raise awareness of differences and allow children to share their thoughts and feelings.

SECTION 17: Appendices

Policy page on website

Local Offer including Glossary of terms

Local Offer Appendix

SEN information report

Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website, see link above.

- The Equality Policy and Action Plan
- Medical Conditions Policy
- Local Offer