



SEND Policy

Written By	Senior Staff, School
Frequency of Review	Annually
Date reviewed and approved by Governing Body	July 2021
Date of next review	September 2022
Display on Website	✓
Purpose	Parents and children should be clearly signposted to SEND help and support services. They should be clear about their rights and what they are entitled to.
Consultation	Governors ✓
	Parents ✓
	Pupils x
	Staff ✓
Links with other policies	Behaviour/ anti bullying Accessibility Inclusion Race and equality Pupil Premium Safeguarding and Child Protection Medical conditions policy

BURLINGTON JUNIOR SCHOOL



**Policy Statement
For Special Educational Needs and Disabilities
For Burlington Junior School**

September 2021 – reviewed annually

Reviewed annually by the school's SENCO, Mrs C Case, 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 EHCP (Education and Health Care Plan)

SECTION 2: Objectives

- Identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also [curriculum](#) and [assessment](#) policies)
- Ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- Work within the guidance provided in the SEND COP, 2014
- Enable all pupils to participate in lessons fully and effectively
- Value and encourage the contribution of all pupils to the life of the school
- Work in partnership with parents
- Enable pupils to have their voice heard
- Communicate with the governing body to enable them to fulfill their monitoring role
- Work closely with external support agencies, where appropriate, to support the need of individual pupils
- Ensure that all staff have access to training and advice to support quality teaching and learning for all pupils
- Clarify the roles and responsibilities of staff and governors

SECTION 3: Definition of SEN - 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.

The Code of Practice 2014 describes 4 broad categories of need. 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 and 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. We look at their strengths and their barriers.

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 **strengths and needs** before identifying a child as needing SEN support- parents will be will asked to come in and discuss their child's needs.
- Plan:** A **personal passport** that identifies strategies to use, and any additional provision that is needed. The school writes the plan, 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 and diagnostic tests to help us build a picture of needs e.g., relevant family/medical history, P scales 1 to 4 and Pre Keystage Standards (PKF) for pupils working below their Keystage, Teacher Assessments, Screening Tests, SATs results, reading, spelling, phonological awareness tests, social skills profiles, behaviour observations recorded in a diary.

Pupils who fail to make adequate progress on the basis of accumulated evidence and in consultation with parents are placed on the special needs register.

[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 added on the SEN register: the class teacher in consultation with SENCO, parents/carers and the pupil draw up a **personal passport**. Advice may also be sought from external agencies to inform effective intervention and strategies. 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, further advice may be sought from external agencies, which may include referrals to Emotional Health, Child Adolescent Mental Health Services (CAMHS), Speech & Language Therapists (SaLT), Educational Psychologists (EP), Primary Support Services (PSS) and Occupational Therapy (OT). At this stage, SEN needs may further be identified and expert advice sought.

All class teachers have a summary of their responsibilities for pupils identified as having additional and Special Educational Needs for their class. They use the personal passport, identified strategies, resources and interventions to support them.

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

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, or their needs require more intensive specialist help that cannot be met from resources available, then a decision may be made to request formal assessment for an EHCP (Education Health Care Plan). An application can only be made following two full cycles of Assess, Plan, Do, Review covering at least two terms. All support is carefully monitored for impact and adjustments made, usually a multi agency meeting is held with parents and a request is submitted.

On gathering all relevant advice about a pupil's needs and the evidence of targeted support, the SEN team may issue an EHCP outlining outcomes to be met and additional provision to be provided. An EHCP brings the child or young person's Education, Health and Social Care needs into a single, legal document. The child or young person must have special educational needs to be eligible for a plan

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 termly reviews.

SECTION 7: Supporting pupils and families

The Kingston Local Offer can be found on the AFC website.
https://kr.afcinfo.org.uk/local_offer

The school's [admission arrangements](#) can be found on the Burlington Junior School website.

Transition is recognised 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.

SECTION 8: Supporting pupils at school with medical conditions.

- We recognise 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 an Education, Health and Care Plan (EHCP), 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 (TA) and all midday supervisors (SMSA) at Burlington are first aid trained. Some staff are Epi Pen and diabetes trained and this is an ongoing training. The school's [medical conditions policy](#) for supporting pupils with medical conditions can be found on the school website

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, focusing on SEN support and differentiation. Intervention groups are also observed. Any observations are discussed and any gaps identified and training delivered.

We hold regular INSETs and 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 local authority (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 commence an induction when taking up a school post, 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 SENCO regularly attends the LA's 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 Head Teacher 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. **Mrs Caroline Case** (Inclusion Leader) currently holds this post. She is an experienced teacher and a member of the Senior Leadership Team. She can be contacted via the school office on 020 8942 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 register 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 SEND 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 **SEND Governor** for this school is **Ann Barstow**. **Simon Campbell** is the **Chair of Governors**. The governor's responsibility is to use their best endeavours to ensure that the necessary special education provision is made for any pupil who has SEND. They 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. The SEND Governor 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 Vaiva **Krivickiene** (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 SEND files. A SEND blue folder for each SEND child is kept in a locked cabinet in the SENCO office. Transfer of information to other schools occurs on transition from, KS1 to KS2 and KS2 to KS3 or if a child who has SEN transfers to another school whilst at Burlington Junior School. Information is transferred to the local authority SEN team, using secure digital systems.

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; 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 [SEND 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 - centered 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: 10am to 5pm – 51 weeks of the year

Telephone number: 020 8547 6200 - Monday to Wednesday until 10pm

Email: RichmondKingston@kids.org.uk

Website: <https://www.kids.org.uk/richmond-and-kingston-sendiass>

SECTION 16: Bullying

Burlington Junior School has a robust response to any bullying. We have regular assemblies and class PHSE (Personal, Social and Health Education) time where we raise awareness of differences and allow children to share their thoughts and feelings. All children are encouraged to talk to their teachers or teaching assistant if they are experiencing difficulties.

SECTION 17: Appendices

- SEN information report
- SEND Threshold Guidance
- Accessibility and Disability Plan
- [Special Educational Needs and Disability](#)
- [Local Offer for Kingston and Richmond](#)

Other related documents

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

- The [Equality Policy](#) and Action Plan
- [Medical Conditions Policy](#)
- [Inclusion Policy](#)