



FROGMORE JUNIOR SCHOOL

Special Educational Needs Policy

Authorised by: 	(Chair of Governors)
Signed by: 	(Head Teacher)
Effective Date: February 2018	
Review Date: March 2019	

The Governing Body of Frogmore Junior School aims to provide both pupils and staff with an environment in which all individuals are valued and which demonstrates the importance of wholeness and quality of life. The Governing Body will seek to ensure that all Teaching and Support Staff are valued and receive proper recognition for their work and their contribution to school life. This Policy will be seen to contribute towards this.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

COMPLIANCE

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (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
- SEND Code of Practice 0-25 (September 2014)
- Schools' Special Educational Needs (SEN) Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Special Educational Needs Co-ordinator (SENCo), Donna Collins, with the SEN Governor, Bob Griffin (who represents Chichester Multi-Academy Trust), in liaison with the Senior Leaderships Team (SLT), all staff and parents of pupils with SEND.

Together, they ensure that the provision at Frogmore Junior School works within the guidelines and inclusion policies of the current Code of Practice (2014).

SENCo: Donna Collins

Award: National Award for Special Educational Needs Co-ordinator, University of Chichester, July 2016.

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At Frogmore Junior School we believe in the concept of lifelong learning and that adults and children alike learn new things every day. We work in a partnership as a learning community to create a happy environment where everyone is valued and cared for. We share the University of Chichester Academy Trust's vision for its family of academies in:

- Promoting high aspirations and success for all;
- Ensuring progressive and sustained improvement in standards of education;
- Creating a learning environment where staff promote and deliver a positive, exciting and relevant learning experience for pupils;
- Supporting and building leadership and management capacity;
- Developing a community where parents and carers are valued;
- Valuing and encouraging the continual professional learning of staff

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to

better respond to the four areas of need identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

In line with the Code of Practice (2014) we believe that every teacher is a teacher of every child or young person including those pupils who have a SEN.

This policy has been compiled and agreed by all stakeholders including teaching and non-teaching staff, governors, parents and pupils.

AIM

We aim to ensure that all children have an equal access to a broad and balanced education, which includes the National Curriculum (2014) and is in line with the New Code of Practice (2014). We raise the aspirations of and expectations for all pupils with SEN and our school provides a focus on outcomes for children and young people. It is a school where all children are fully integrated into school life and every teacher will ensure that every child achieves success and is given the opportunity to fulfil their potential.

OBJECTIVE

- To ensure appropriate provision for all pupils enabling those with SEN to overcome barriers, access the National Curriculum and are empowered to achieve their full potential, alongside their non-SEN peers.
- To identify and provide for pupils who have SEN needs and additional needs.
- To work collaboratively with previous settings and outside agencies to ensure SEN are identified as soon as possible.
- To work within the guidance provided in the SEND Code of Practice (2014).
- To provide a SENCo who will work with SEN Inclusion Policy.
- To provide support and advice for all staff working with children with SEN.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEN Code of Practice (2014) identified 4 broad areas of needs which may be additional to and different from the majority of pupils they are:

Communication and interaction
Cognition and learning
Social, mental and emotional health
Sensory/physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not fit a pupil into a category and ensure they receive the right provision so that they can make progress in line with their peers.

As set out in the Code of Practice, a child does not necessarily have SEN needs through the following, however the school is aware that these may impact on a child's ability to make progress and support will be given to those pupils:

- 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
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Pupils are only identified as having SEN if they do not make adequate progress once they have had all the intervention and adjustments and good quality personalised teacher.

A GRADUATED APPROACH TO SEN SUPPORT

- Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants (LSA) and Specialist Staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good of good quality teaching.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most encountered.
- The class teacher will ensure that there are differentiated learning opportunities that will aid pupil's academic progress. This will help to enable them to identify what type of provision and teaching style best supports them. This support will be given by the class teacher though high quality teaching allowing pupils to close gaps in their learning.
- The class teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment material.

- For higher levels of need, the school works with outside agencies and professionals to draw on specialised assessment. These services may include: Educational Psychologists, Speech and Language Therapists, Physiotherapists, Family Support Services and Specialist Advisory Teachers. This may be accessed through the Local Authority and Chichester Multi Academy Trust.

SEND Support

As a Junior School, most of our SEND pupils who have transferred over from their previous settings have already been assessed and placed on the SEND register, however we will continue to use the evaluation cycle to support their progress and attainment throughout their school journey.

Within the school, when it is determined that a pupil does have SEND, the parents will be informed and they will be added to the SEND register. The decision will be made in conjunction with parents, the SENCo and class teacher. This may also include advice from outside agencies. The aim of formally identifying pupils with SEND is to enable the school to ensure effective provision is in place to remove barriers to learning. Once a child is placed on the SEND register a four part cycle is in place to monitor the impact of provision and progress of pupils.

This is a process that allows the needs of the child to be reviewed and evaluated as the understanding of the pupil's needs grows. This will enable the school to determine the type of provision which is most effective in supporting pupils to make good progress and improve their outcomes.

Step 1

Assessment – this involves clearly analysing pupils' needs through the class teacher's assessment, monitoring and knowledge of the child. Details of their assessment data and a comparison with peers both in school and nationally will be used to support understanding. Where relevant, advice will be sought from outside agencies, parents and pupils. Any analysis will require regular reviews to ensure barriers to learning are being overcome, progress is being maintained and that the interventions being made are developing and evolving as required. Where external support agencies are already involved their work will help inform the ongoing assessment of need. Where they are not involved they may be contacted if this is felt appropriate, following agreement from parents.

Step 2

Plan – This will involve consultation between teachers, SENCo and parents to agree the interventions and support required to ensure that the pupil makes progress in learning or behaviour; this will need to include a date for review. This will take the form of an individual education plan (IEP). This will be shared with the parent on a regular basis to ensure that progress towards targets is supported at home as well as at school.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided and any particular teaching

strategies/approaches that are having a positive impact on outcomes for the pupil. The responsibility for this will primarily lie with the class teacher.

Step 3

Do - The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Step 4

Review – These will be made regularly as part of the IEP review and individual progress reviews through evaluation of teachers' own monitoring and tracking. The review will evaluate the impact and quality of the intervention and where appropriate set new targets to ensure that progress is being maintained. The class teacher will revise IEP targets in conjunction with any learning support assistants who deliver some of the interventions and with the advice of the SENCo if required. Progress from the review will be feedback formally to parents through parent's evenings and additional meetings if required.

Referral for an Education and Health Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan (EHCP) will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. Currently a decision will be made by Hampshire County Council Children's Services Department as to whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHC plans can be found in Hampshire's local offer:

http://www.hantslocaloffer.info/en/Main_Page

from the University of Chichester Multi Academy Trust:

<http://www.unicat.org.uk/home>

Advice can also be sought from Parent Partnership
<http://www3hants.gov.uk/parentpartnership>

MANAGING PUPILS NEEDS ON THE SEN REGISTER

Children with SEN have a personal plan. This is a booklet centred around a child that shows which specific needs have been identified and how to remove key barriers to learning. The personal plan is completed with both the parents and child by the class teacher. Together, Specific, Manageable, Attainable, Relevant and Timely (SMART) outcomes are devised as well as an agreed time frame. These are to be worked on in both class and at home.

Personal plans are updated every 6 weeks by the class teacher in discussion with parents, LSA's and the child. The class teacher is responsible for evidencing progress according to the outcomes described in the plan. The plans are checked by the SENCo every half term.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If a pupil has made good progress and is closing the gap in line with the peers within school and nationally they may be deemed no longer to have a special educational need that is different from or additional to their peers. In this case the pupil, in consultation with parents, will be removed from the SEN register and the date recorded. These pupils will still continue to be closely monitored and tracked by the class teacher to ensure the progress is being maintained in line with their peers and national expectations and learning within the class will continue to be differentiated as necessary.

SUPPORTING PUPILS AND FAMILIES

The Hampshire Local Offer can be found on the Hampshire Council website and this provides information on what is available in the area. Parents without internet access should contact the Local Authority for support in finding the information they require. Our admission arrangements and our SEND information report are available on the school website or from the school office.

Arriving from and moving to another school is recognized as a very stressful time for a child and their parents/carers and clear induction exit processes are in place to reduce anxiety. Children with SEND may have additional visits, meetings with parents/carers and arrangements in order to ensure a smooth transition between schools.

Other transitions may be internal transition between year groups, from other educational settings and also transfer to secondary schools at the end of year 6. Parents are encouraged to consider options for the next phase of their child's education before making a preference by visiting possible local schools; discussing the needs of their child with the SENCo and seeking advice from the Local Authority. The Deputy Head teacher is responsible for this with guidance from the relevant class teacher and the SENCo.

When additional advice and guidance is needed the SENCo is available to meet with parents and can be contacted through the school office.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at 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 pupils may also have a SEND 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.
- The school uses Specialist Advisory Teachers to help support pupils with Medical conditions to ensure that adaptations are made to the curriculum to allow pupils to make progress in line with expectations and targets. For further details on supporting pupils with medical conditions refer to the Administration of Medicines Policy, a copy of which is available from the school office.

MONITORING AND EVALUATION OF SEND

In order to make consistent, continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. SEND provision and interventions are recorded on a provision map, which are updated when the intervention is changed. These interventions are monitored and evaluated termly by the SENCo and information is fed back to the staff and governors. This helps to identify whether provision is effective.

TRAINING AND RESOURCES

The school is allocated funding from the Local Authority, which is specifically used to support the learning of children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development on a regular basis. When a child has specific or more unusual SEND advice and guidance is sought from appropriate outside professionals.

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 children within their class.

The school's SENCo regularly attends the Local Authority and local school 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 is considered on an individual basis.

ROLES AND RESPONSIBILITIES

The SEND Governor for this school is Bob Griffin. His responsibility is to oversee the school's SEND arrangements.

The SEND Teaching Assistants are managed by the SENCo and Head teacher. Their responsibility is to give additional support to all children under the guidance of the class teacher.

The class teacher is responsible and accountable for the progress and development of all of the children in their class, including any children receiving additional support because of SEND.

The Head teacher, Carl McCarthy, has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. She works closely with the SENCo to keep the Governing Body fully informed of SEND issues and providing an annual SEN Information Report which is made available on the school website. She also has overall responsibility specifically for Safeguarding; Looked After Children and meeting the medical needs of children attending the school.

Role of the SENCo

The primary role of the SENCo is advise and support teachers in the learning provision to children with SEND. In addition tasks may include the following:

- To provide or collate notes, reports and initial assessments where required for E.P, medical, social services, annual reviews
- To liaise with parents and with other agencies to ensure that specialist advice and provision is available as and when required.
- To develop links with other schools locally, in the previous phase and the next phase of education,
- To foster and maintain links with feeder schools, e.g. through liaison with SENCo's and attending Year 2 annual reviews.
- To foster and maintain links, with destination schools, e.g. through liaison with SENCo's, inviting them to attend Year 5 and 6 annual reviews.
- To develop links with special schools and specialist units in the locality at KS2/3, where necessary.
- support and manage the learning support assistants, including setting appropriate targets at their performance management meeting
- Support Head teacher with child protection issues, including safeguarding responsibilities

The SENCo, Donna Collins, is also the Designated Teacher for Looked After Children (LAC).

STORING AND MANAGING INFORMATION

SEND files are stored in locked filing cabinets. Personal Plans, reports and other information are stored on the school's secure internal computer files and the child's secure electronic records. SEND information is shared with all staff working with the child. At the end of each year the information is shared with the next teaching team and discussions held to ensure transition is efficient and effective. When a child moves to another school the records are passed on to the new school.

Please also see the Information Management Policy and the Confidentiality Policy.

REVIEWING THE POLICY

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

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LA's to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LA's are a duty to prepare accessibility strategies covering the maintained schools in their area.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the Trust. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

The school complies with all relevant accessibility requirements. Please see the school Accessibility Plan for more details. The site is regularly monitored for accessibility in conjunction with the manual handling team and inclusion support officer. The manual handling team undertake regular risk assessments and staff training to support pupil access around school. The site has wheelchair accessibility, disabled toilet facilities and automatic internal doors on the classrooms downstairs.

Where necessary the school uses the support of the specialist teacher advisors to ensure that the needs of the pupils are met through the provision of appropriate equipment, the adaption of materials and curriculum provision.

DEALING WITH COMPLAINTS

If a parent/carer wishes to discuss something about their child they can talk to their class teacher and/or SENCo. The school operates an open door policy and is always willing to meet with parents and carers.

The school as well as the University of Chichester Academy Trust has a formal complaints procedure which can be found on the website or advice/copies are available via the school office.

BULLYING

At Frogmore Junior School we recognise that pupils with SEND may be more vulnerable and therefore are occasionally more likely to be the victim of bullying. The school has a robust Anti-Bullying Policy, which can be found on our website, to enable the school to ensure that all pupils are safe from bullying within our school. Teachers reinforce this through our PHSE teaching, based on the Jigsaw scheme of work, which values all pupils equally.

APPENDICES

This policy will be reviewed annually and read in conjunction with the following:

- The School's SEND information report
- The Anti-Bullying Policy
- Behaviour Policy
- Teaching and Learning Policy
- Administration of Medicines Policy
- School's Accessibility Plan

Please refer to the schools website for more information or speak to a member of staff.