



STATUTORY (A) POLICY

Special Educational Needs 2019-2020



Policy Revision Date	28 th June 2019
Review Frequency	Annual
Date Policy Due for review:	1 st July 2019
Author / Role	SENDco/Helen Adams
Governing Body Committee/HT	Curriculum & Standards & ratified by FGB
Date of GB Meeting/HT review for approval	1 st July 2019
Due with Clerk to Governors (where applicable)	7 days prior to GB Meeting
Governing Body/HT Approval Date	15 th July 2019 (FGB)
Next Review date	1 st July, 2020
Status (draft / approved)	Approved

Note

Please ensure tracked changes are used to highlight changes from the last approved version. The document status should be 'Draft'.

Once the changes have been approved by the Governing Body, the tracked changes can be accepted and the document status changed to 'Approved'

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Policy Review

The following list must be completed prior to submission to the relevant Governing Body meeting for approval.

Links with other Policies	<i>Elson Junior School SEND Information Report, School Behaviour Policy, Feedback and Marking Policy.</i>
Model or Locally Produced	
Are changes to model policy or previous policy clearly identified (e.g. track changes)	No
In the view of the HT is the policy related to High, Medium or Low Risk activity to the school	
What are the likely consequences to school of non-compliance	
Are the governors accountabilities clearly identified	
Are other accountabilities clearly identified	
Are there any particular issues/risks associated with implementation/operation of policy	
How will policy effectiveness be evaluated	
How will HT report to governors on effectiveness and when	
When will the policy next be due for renewal (for statutory compliance)	
Does the policy impact on available resources	

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1. Statutory Compliance

This policy complies with the statutory requirements laid out in the new SEND Code of Practice 0-25 years. It should be read in conjunction with the Elson Junior School SEND Information Report, School Behaviour Policy, Feedback and Marking Policy.

2. Introduction

Elson Junior School is fully inclusive of all children. As a school, we ensure that children feel safe, are happy and are able to achieve their full potential in all areas of their learning. It is the right of every pupil to have access to a broad and balanced curriculum which is well differentiated to ensure progression in children's learning. We believe in working in partnership with parents and outside agencies to provide the best possible support for our children and we strive to ensure that everyone has a voice: children, parents and practitioners.

3. Our Aims:

- To identify, at the earliest opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that children with SEND experience success in their learning.
- To enable all children with SEND to participate in lessons fully and effectively.
- To work in partnership with parents, staff, governors and other professionals.
- To ensure that staff have access to training and advice to support quality teaching and learning for all pupils.

4. Identifying Children with SEND

As a school, we have a clear approach to identifying and responding to SEND. A pupil has SEND where their learning difficulty or disability calls for special educational provision which is different from or additional to that normally available to pupils of the same age. Once a child has been identified as having SEND, it is the role of the class teacher, alongside the SENDCO to implement appropriate provision to help the child make progress in their learning.

In accordance with the SEND Code of Practice, four broad categories of need are identified:

1. Communication and integration difficulties, eg Autistic Spectrum Disorder and speech and language delay.
2. Cognitive and learning difficulties, eg moderate learning difficulties or specific learning difficulties such as Dyslexia.
3. Social, mental and health difficulties.
4. Sensory and or physical difficulties.

At Elson Junior School children are identified as having SEND through a variety of ways such as:

- Liaising with previous settings and parents
- Concerns raised by class teacher or parents
- Liaison with outside agencies e.g. Speech Therapists and Educational Psychologists
- In-school assessments and screenings which may show the child is performing below age related expectations.
- Hampshire Guidance

5. Meeting the Needs of Pupils with SEND

Class teachers are responsible for planning and ensuring appropriate task setting for all children including children with SEND. At Elson Junior School we believe that all teachers will identify their children's barriers to learning in order to plan appropriately. It is the school's belief and ambition that all children including those with SEND will make accelerated progress from their starting point.

Children with SEND will be taught alongside their peers for the majority of the day. The classroom environment is key to all children's development to help them to develop socially and academically. This includes the development of children's ability to work independently. A key strength at Elson Junior School is the way that we develop children to become

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independent learners in preparation for secondary school and beyond. This is especially important for children with SEND who may initially need additional support to do this. Teachers will be confident to use a range of strategies and resources to meet the needs of all learners.

When appropriate, children may be assessed using standardised scoring methods. If a child has significant gaps in any area this may result in additional provision e.g. extra reading or a reading intervention programme. Some children with SEND may have a personal learning plan (PLP) which will be reviewed termly. This plan will outline how the barriers to learning are to be addressed and will suggest strategies that a parent can use to support their child at home. Teachers will assess all children's progress. It is the expectation that all teachers planning and assessment records will reflect targeted needs and progress of specific groups of children. Following the schools record keeping policies, appropriate records will be kept and relevant documentation will be passed on at transition.

Some children may need the involvement of specialist services. A variety of support can be offered by these services. The specialist services will contribute towards the planning, monitoring and reviewing of the child's progress. As a school we work closely with any external agencies that we feel relevant to the child's needs including:

- Hampshire Primary Behaviour Support
- Specialist Teachers
- Children's services
- Social Workers
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Educational Psychologists (EP)

Some children may require a multi-agency approach for themselves and their families. If this is the case, an Early Help Hub assessment will be completed. If a child requires support from any outside agencies, parents' permission is always sought.

For a few children their needs may be so complex that an Education Health Care Plan (EHCP) may be requested by either the school or the parents. Further information can be accessed about the criteria for an EHCP application here: <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds>

If a child has an Educational Health Care Plan parents are actively involved in the annual reviews and will receive a draft copy of the review 4 weeks prior to the meeting.

6. Parent involvement

When a child has been identified as having special educational needs parents will be informed and involved in planning next steps. Parents will be informed of any additional interventions that their child is having and what the impact of the intervention has been.

7. Who's Who?

All of our staff are important in ensuring your child has a happy and successful time at Elson Junior School.

- **Class Teachers:** They are your first port of call if you have any concerns. They will have a good understanding of your child's needs and regularly communicate with the other team members to identify any additional support necessary.
- **Learning Support Assistant (LSA) & Higher Level Teaching Assistant (HLTA):** LSAs and HLTAs work in partnership with teachers and the SENDCO to enable pupils to participate fully in all aspects of school life. LSAs and HLTAs are currently assigned to year groups but may also have a specialist area which they use to support children across the school e.g. speech and language.
- **Special Educational Needs Coordinator (SENDCO) Mrs Helen Adams:** It is the SENDCO's job to coordinate support for children with SEND to ensure that they get the best possible provision to meet their needs. She will communicate with outside agencies and will communicate regularly with school staff and parents to ensure a quick response to any concerns.
- **Link Governor:** The link governor for SEND is Mrs Paruna Rendall. The SEND Governor will report regularly to the GovB on the success of the SEND provision and the impact of resources on outcomes.

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8. Complaints Procedure.

If you have any concerns about any aspect of provision for your child please address these initially to your child's class teacher, followed by the SENDCo and then the headteacher. Please refer to the school's complaint procedure.

The following documents have been considered while writing this policy:

- SEND Code of Practice 0-25 years. (2015)
- Hampshire Special Educational Needs (SEN) Policy (2009)