



Uplands Junior School

Special Educational Needs and disabilities Policy

2022 - 2023



1. Introduction

HEADTEACHER: MRS S WEBSTER-SMITH

SENDCo: Miss N J Handscomb Bed Hons; Postgraduate for Special Educational Needs Coordination (National Award for Special Educational Needs Coordination).

GOVERNOR with RESPONSIBILITY FOR CHILDREN with SEND - Mrs R Pick and Mrs S Balu.

This policy has been written in conjunction with the UN Convention on the Rights of the Child article 2 -protection from discrimination, article 6 - development of the child, article 13 - freedom of expression, article 23 - Right to special education and care and article 28 - right to good quality education.

This policy was created by the school's SENDCo (Special Education Needs Co-ordination) in consultation with the school's Senior Leadership team (SLT) SEND Governors, and school staff, reflecting the SEND Code of Practice 0 –25 (2014) guidance.

This policy outlines our vision and management process for supporting children with Special Educational Needs and Disabilities at Uplands Junior School. This includes children who have significantly greater difficulty in learning than most children of the same age and those with a disability where special provision needs to be made.

The implementation of this policy is the responsibility of the Headteacher, SENCo and all teaching and classroom support staff.

Compliance

This policy is compliant with the SEND Code of Practise.

School Context

Uplands Junior School is a large three form entry school. Our school community comprises of children from a range of ethnic backgrounds reflecting the city in which we live. We strive to have high expectations of all of our children and hope to carefully nurture each individual's personal, social, emotional and spiritual development as well as their academic achievements.

2. Our Vision

‘Ambition for All’

We believe all children should have full access to the curriculum and school life. We are ambitious for all our pupils.

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning” NASEN: Mission Statement (*National Association for Special Educational Needs)*

3. Our Values

We recognise that all children are individuals and will have varying needs throughout their time at school. We endeavour to provide for these varying needs throughout their time at Uplands Junior school. We ensure that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014) class teachers, in partnership with parents, are responsible for the learning and progress of all children. The school’s SENDCo and SLT support teachers and parents to ensure additional provision and strategies are employed to enable all pupils make good progress.

All children must have an equal opportunity to take part in a broad and balanced curriculum, including the National Curriculum, and in all enrichment activities taking place at school. The National Curriculum is the starting point for planning a school curriculum to meet the specific needs of individuals and groups of pupils. Where necessary, special arrangements may need to be made for those children with specific needs e.g., a hearing impairment, communication difficulties or physical disabilities. Those who have additional needs will be encouraged to develop their strengths and helped to become as independent as possible.

4. Our Aims

At Uplands Junior School we aim to:

- ensure that the aspirations and expectations for all pupils with SEND are high.
- promote the self-esteem, resilience, and motivation of all pupils.
- provide a curriculum that is accessible to all, which is rich and broad.
- ensure pupils’ additional needs are identified as early as possible in their learning journey.
- ensure pupils with SEND take as full a part as possible in all school activities
- create an environment where pupils can contribute to their own learning, where they feel safe and listened to.
- support and prepared pupils for their next stage of education/transition.
- Ensure effective coproduction/partnership with parents, pupils, and support agencies, to best serve the needs of the child.
- provide for all children with special educational or additional needs in line with the SEND Code of Practice
- create a whole school approach to SEND management and support of SEND
- identify and address needs promptly.
- use a wide range of teaching strategies and learning styles to enable all pupils to learn and progress.
- ensure all staff have access to advice and support to meet needs of their pupils
- ensure the SENDCo is confident and appropriately trained in their role

- provide an inclusive teaching approach which allows all pupils access to a broad and balanced curriculum
- work with parents and specialist agencies to ensure an individual's specific needs are adequately met and catered for
- implement a program of assessment and review to assess the impact of support, celebrate success and address ongoing needs
- ensure Governors fulfil their SEND responsibilities and consider the impact of their strategic decisions in relation to SEND pupils.

The above aims will be realised in the school environment as follows:

- All pupils will have access to a broad and balanced curriculum using appropriate learning objectives.
- An individual's specific needs will be considered at the planning stage, supported using provision mapping, SEN support Plans and Education, Health, and Care Plans.
- Creative groupings and opportunities to work in different ways will be used to create opportunities for all children to take on different roles and to be taught using their strengths.
- The SENDCo, SLT and class teachers will organise effective use of staff and volunteers, interventions, resources, and time to maximise the learning of all children.
- Pupil's progress will be monitored at least termly by the SENDCo, SLT and class teacher through the graduated response (assess, plan, do, review cycle).
- Pupil progress meetings will take place once a year and scrutiny of planning, book trawls, the monitoring of the quality of teaching and pupil interviews will take place throughout the year at least termly.
- Staff expertise will be regularly reviewed, and appropriate training provided.
- Parents will be kept fully informed of their child's progress and attainment through parent consultation evenings and the schools 'open door' policy.
- The school will liaise with other agencies e.g., Specialist Teachers, Educational Psychologists, Wolverhampton Special Schools Outreach services, Health and Social Care, Education Welfare Service and any voluntary organisations to provide more specialist support.

5. Special Education Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be 'additional to' or 'different from' the expected high-quality teaching and learning that a school can provide.

Section 20 of the Children and Families Act 2014 defines SEND in the following way:

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age.
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

6. Identifying Needs

At Uplands Junior School, we will endeavour to identify pupils with SEND at an early stage in their education although we recognise that some pupils' needs will only become evident as they develop. Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into one or more of the following four headings:

- Communication and Interaction
- Cognition and Learning

- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision.

We also recognise that some pupils' progress and attainment is affected by factors other than a 'Special Educational Need'. For example:

- their attendance and punctuality.
- their health and emotional welfare.
- having English as an Additional Language (EAL).
- being in receipt of the Pupil Premium Grant.
- being a Looked After Child (LAC).
- being a child of a serviceman/woman.

7. **Identifying and Supporting Special Education**

SEND provision means:

educational provision, which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of their home language, is different from that in which they are taught.

At Uplands Junior School, we will use the graduated response to identify and support children with Special Educational Needs and Disabilities. This process uses four 'waves' of intervention as illustrated below:

Waves of Intervention Model



Wave 1 – Universal

This is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 – Targeted

This outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. These interventions may be targeted at a group of children with similar needs.

Wave 3 –Specialist

This is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs.

Through the review process and discussions with parents and pupils, the SENDCo and class teachers will discuss the provision needed for the pupils in their class at Universal, SEN Support and Special Support levels.

The class teacher will consider targeted Support regardless of whether pupils are deemed to have SEND.

Implementing Support for SEND

At Uplands Junior School we use the **ASSESS – PLAN – DO – REVIEW** model outlined in the SEND Code of Practice 0 – 25 (2014). Where a child has been identified as having SEND, support will be put into place as follows:

Assess: Where teachers have initial concerns about a child's progress they will begin the process of increased support, intervention and information gathering. They will complete at least two cycles of Assess, plan, Do, Review before a pupil is identified as needing SEN support. Parents are notified wherever it is decided that a pupil is to be provided with SEN support.

Plan: The class teacher will meet with the parents of the child to discuss and agree the strategies to be used in school and strategies that could be used at home. This will be recorded on an SEN plan and will be reviewed on a termly basis.

Do: the class or subject teacher will remain responsible for working with the child daily. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil. The class teacher will also be responsible and accountable for the progress and development of the pupil whether he/she is at SEN support level or has an EHCP. They will continue to provide high quality teaching and learning opportunities that are adapted to the needs of their individual pupils. The SENDCo will oversee the deployment of appropriate support through intervention programmes or individual support and will monitor the quality of that provision.

Review: The effectiveness of the support should be reviewed in line with the agreed date. The SENDCo will track progress made through interventions. The class teacher will use formative assessment strategies to monitor progress made towards SEN plans targets and adapt where necessary. This will take place at least termly.

Where the SENDCo and class teacher, in consultation with parents, feel that further advice or input is required, the SENDCo will refer the child to an external agency.

8. Managing Pupils Needs on the SEND Register

The SENDCo will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed termly.

All pupils on the SEND register will also be categorised by the level of support received either SEN Support or Education Health and Care Plan. In line with the school's ethos, parents will be informed and involved in this process.

A pupil categorised as receiving SEN Support will be supported by school via an SEN Plan. Where a pupil has been identified as having complex SEND and requires significant additional provision which exceeds the cost of £6000 (payable from the school's designated funding), the school may consider requesting assessments for an EHCP to secure additional funding. Parents may make their own request for an assessment for an EHCP.

Where the SENDCo, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap, thus no longer requiring provision that is additional to and different from that of their peers, will be removed from the SEND register.

9. Supporting Pupils and Families

Parents may also wish to read the school's SEN Information Report which is published annually, this is available on the school website.

This document will inform parents about the types of provision in place and the progress that children make in our school. The school works with a variety of external agencies to ensure children and families receive the support they need.

We work in collaboration with parents to support the needs of pupils.

At points of transition (i.e., between classes or moving from Infant to Junior school, or primary school to secondary school, or between primary schools) we offer additional support to parents of pupils with SEND.

The SENDCo can, where necessary, support parents to visit alternative settings e.g., special schools or secondary schools, to discuss their child's specific needs. Where needed, pupils will also be

offered additional visits to their new setting and opportunities to discuss and develop strategies for dealing with the changes. The SENDCo and teaching staff will also liaise with staff from other settings to give a holistic view of the child.

10. Specialist Support

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to a broad and rich 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. Other children may also have SEN and may have an EHCP which brings together health and social care needs, as well as special educational provision. In these cases, the SEND Code of Practice 0 – 25 (2014) is followed. For more information regarding supporting pupils with medical needs see the school's Medical Conditions Policy.

11. Monitoring and Evaluation of SEND

There are several processes in place to ensure the quality of provision and the equitable application of the SEND policy. The Governing Board will monitor, evaluate and review the provision for pupils with special educational needs. The governor with a special interest in special educational needs and inclusion will meet with the SENDCo termly to consider the following success criteria:

- the effectiveness of the school in meeting all children's SEND.
- early identification of SEND needs.
- intervention programmes comply with best practice.
- the wishes of the child and their family are considered.
- educational professionals and parents work in partnership.
- the 'assess, plan, do, review process' is followed termly for all levels of SEND.
- equal access to school activities for all pupils.
- the progress of pupils with SEND.

The Governing Board will receive a brief report from the named governor on the outcomes of these meetings.

12. Responsibilities

The SENDCo will:

- meet with the Governors, Headteacher and class teachers to review pupil progress.
- monitor the planning, provision mapping, SEN Plan's and scrutinise the books of children who are in receipt of additional provision.

The Headteacher will:

- review provision maps, SEN Plan's, EHC Plans as necessary.
- monitor progress and attainment of all pupils.
- line manage the SENDCo through appraisal target setting and review.
- Manage the allocation of SEND funding and report to the Board of Governors/SEND Governor

SEND Link Governor will:

- Meet termly with the SENDCo to obtain an overview of SEND provision and provide challenge and strategic support.
- Champion the needs of SEND pupils.
- Monitor the outcomes and progress and feedback to the Board.
- Ensure the Board meets its statutory duties in respect of SEND.

13. Training and Resources

Governors will allocate funds to meet the needs of pupils with special educational needs to the sum of £6000 per child.

Intervention staff are a trained team of teachers and TAs who deliver interventions across the school. We will maintain high levels of training to ensure that the quality of intervention reflects best practice. The effectiveness of these interventions is reviewed termly by the SENDCo, Headteacher and SEND Link Governor as part of pupil progress meetings.

The SENDCo has obtained The National Award for SENCOs qualification and will attend regular briefings and network meetings in order to keep up to date with local and national updates in SEND. Teaching and learning resources are stored throughout school. The SEND budget and any resource requests are managed by the Headteacher.

14. Storing and Managing Information

The SENDCo will hold central records relating to pupils with SEND. This will include copies of provision maps, EHC Plans, review notes, advice sought, and reports/targets given from external agencies. Where appropriate, school-based assessments will also be kept.

Children's SEN plans along with reports from external agencies are kept in a securely locked filing cabinet in each year group. Intervention folders are also stored securely within the classroom.

As pupils transition to other settings any necessary information will be passed on.

The school meets all new GDPR regulations regarding sharing and storing sensitive information.

15. Links with other school policies:

Accessibility Plan

SEND Information Report

Behaviour Policy

Supporting Pupils with Medical Conditions Policy

Safeguarding Policy

Inclusion Policy

Positive handling Policy

16. Complaints

Complaints under this policy fall under the school's General Complaints Procedure, which would normally promote informal resolution of difficulties with the class teacher, SENDCo or Head teacher before more formal procedures are required.

Where parents wish to make a complaint about the handling of a decision made by the LA, for example in a request for statutory assessment or assessment for EHCP, separate procedures apply.

Advice for parents can be sought from the LA or from the Information Advice and Support Service.

17. Reviewing the Policy

This policy will be reviewed and agreed annually by school staff and governors in conjunction with our SEND Information Report

Approved (Chair of Governors): _____

Head Teacher

Date: _____