

Date agreed by Full Governing Body	September 2020
Date to be reviewed	September 2021
Committee accountable for review	Curriculum

The John Hampden School Wendover Special Educational Needs and Disabilities Policy

1. General Statement

The staff and governors of TJHSW have approved this Special Educational Needs and Disabilities policy. As a school we believe that every pupil has an entitlement to develop his or her full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality and provide opportunities for success.

Diversity is valued as a rich resource, which supports the learning of all. At TJHSW we recognise every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. High quality teaching is provided and differentiated to meet the needs of the majority of children. Some children will need something **additional to and different from** what is provided for the majority of children; this is the special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

This Special Educational Needs and Disabilities (SEND) policy details how TJHSW will do its best to ensure that the necessary provision is made for every pupil who has special educational needs. It aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. The staff and governors will work to ensure that all SEND pupils are given opportunities to fulfil their potential, are fully included within the school community and are able to make successful transfers between educational establishments.

Every teacher is responsible and accountable for all pupils in their class wherever or the pupils are working and they are working with. All teachers are teachers of SEND pupils.

Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved - Local Authority, school, parents/carers, pupils, children's services, health and all other agencies.

2. Compliance

This SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0 - 25 years (July 2014)
- Schools 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 Sept 2013
- Statutory guidance on Supporting Pupils with Medical Conditions, 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was developed by the SENDCo in consultation with Governors and school staff. It is shared with all stakeholders through the school website.

3. Aims and Values

Staff at TJHSW will make all reasonable endeavours to ensure that SEND pupils have their needs met.

- We have a whole school approach through record keeping, liaison and support and sharing of ideas.
- We recognise that class teachers, with guidance from the SENDCo, have responsibility for the initial informal assessments and the establishment of individual education programmes.
- We will endeavour to support parents/carers through the process of moving on to and through the SEND process.
- Teachers are aware of the importance of early identification and of providing for the needs of pupils with SEND that they teach.
- The SENDCo maintains a confidential register of all pupils with special educational needs.
- Class teachers retain responsibility for pupils with SEND and with the support of the SENDCo compile SEN support plans and reports that inform annual reviews for those children with EHC plans.ⁱ
- Resources to support pupils with SEND are available to all staff.
- Referrals are carried out to external agencies where further support is required for pupils with SEND.
- Continuing Professional Development (CPD) needs are reviewed annually in order that staff can better meet the needs of children with SEND.

- SEND pupils are included in the life of the classroom as fully as possible, with reasonable adjustments made in order to achieve this. In addition, they have access to individual / small group work.
- There is a planned transition programme at each transition stage for every child with SEND.

4. Objectives

The School's objectives are to:

- ensure implementation of Government and Local Authority special needs recommendations.
- ensure the school's SEND policy is implemented by all staff.
- ensure any discrimination or prejudice is eradicated.
- identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- ensure all pupils have access to an appropriately differentiated curriculum.
- recognise, value and celebrate pupils' achievements, however small.
- work in partnership with parents/carers, teachers and governors in supporting their child's education.
- guide and support all school staff, governors and parents in SEND issues.
- meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs. In particular to be aware of the standards of achievement of individual pupils in reaching their educational needs.
- promote continuity of approach through attention to individual needs.
- provide appropriate resources, both human and material and to ensure their maximum and proper use.
- involve the child in the process of identification, assessment and provision and to ensure that the child is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- involve parents at an early stage to develop a home school partnership working together for the benefit of the child.

5. Definition of SEND

A child is defined as having **special educational needs** if he or she has a disability or long term learning difficulty which is acting as a barrier to learning, calling for special educational provision to be made for him or her.

A child requires SEND provision to be made for them if he or she:

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

A child under compulsory school age has a learning difficulty or disability if he or she is likely to require "special educational provision" when of compulsory school age (or would be likely, if no special educational provision were made).

A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

"Special educational provision", for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:

- (a) mainstream schools in England,
- (b) maintained nursery schools in England,
- (c) mainstream post-16 institutions in England, or
- (d) places in England at which relevant early years education is provided.

(Children and Families Act 2014, paras 20, 21)

In addition we identify those children who are considered to be a concern within the context of the usual differentiated curriculum within the school.

Children are identified if they are not making progress in a curriculum/classroom that

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- overcomes potential barriers to learning
- gives access to quality first teaching
- creates differentiated learning opportunities

The class teacher is responsible for planning for the individual child. This planning will follow the Assess, Plan, Do, Review framework. The aim of this is to identify possible barriers to learning and plan appropriate work and support that enables the child to make expected progress. 2 cycles of the assess, plan, do, framework are completed before a "record of concern" form is given to the SENDCo. Each cycle is expected to last 6 weeks.

If a child continues to have greater difficulty than the majority of their peers, it may be appropriate to complete a SEN support plan. This is agreed upon in consultation with parents, class teacher and SENDCo.

6. Roles and responsibilities: co-ordinating and managing provision

Provision for special needs is a matter for the school as a whole. The Special Educational Needs and Disabilities co-ordinator (SENDCo) is responsible for the day to day operation of the SEND policy.

The SENDCo has responsibility for -

- Co-ordinating provision for children with SEND
- Reporting to the Head
- Liaising with and advising colleagues on the graduated approach to SEND Support.
- Overseeing the graduated approach for all identified children.
- Liaising with parents of children with SEND.
- Contributing to In-service Training (INSET).

- Ensuring that the school complies with the SEND Code of Practice, 2014 guidance.
- Keeping the SEND register up to date.
- Monitoring standards of education and attainment of all children on the SEND

Register.

- Ensuring that SEN reviews and Annual Reviews are held.
- Ensuring relevant parties are invited to reviews.
- Ensuring appropriate records are kept.
- Maintaining staff awareness and expertise in dealing with SEND issues.
- Liaising with Special Educational Needs and Disabilities Governor.
- Maintaining links with other education settings and outside agencies.
- Liaising with potential next providers of education.
- Working with head and governors on Equality Act, when appropriate.
- Providing reports to Governors.
- Using data to ensure children are accessing appropriate interventions.
- Manage and monitor interventions across the whole school.

The class teachers' responsibilities:

'All teachers are teachers of children with SEND.' It is the responsibility of the class teacher to:

- Give all children access to quality first teaching.
- Set up a differentiated programmes of work to enable a child to access the full curriculum.
- Complete APDR framework half termly for those children who are a cause for concern and those already identified as having SEN.
- Inform the SENDCo of any child whose progress causes concern by completing a form and gathering evidence.
- Keep records and evidence of the child's progress.
- Set up SEN support plans as appropriate, with the help and advice from the SENDCo and/or reports available, and monitor them.
- Use TA time to support a child 1 to 1, small group, within the classroom or out of the classroom.
- Ensure the SENDCo has up to date SEN support plans three times a year.
- Keep parents informed by meeting with them every term as a minimum.

It is the responsibility of the Teaching Assistants/ Learning Support Assistants to:

- Support the teacher in delivering a differentiated programme of work to a child/group.
- Keep records up to date.
- Keep the Class Teacher informed of progress and children's needs.

Inclusion – providing effective learning opportunities for all pupils

There are three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges – high quality first teaching.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils. (Bucks SEN handbook 2006)

The responsibilities of the Governing Body

Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND at John Hampden Infant School is the responsibility of the Head Teacher and SENDCo. Governors will make sure that they are fully involved and will undertake review and monitoring of the school's SEND Policy. All governors, especially the SEND Governor will ensure that they are up to date and knowledgeable about the school's SEND provision.

7. Admission arrangements

The admissions arrangements for children with SEND are no different than for other children. However, children with Education and Health Care Plans (EHCP's) are placed by County having liaised with the school to ensure we can meet the needs on the EHCP. Careful attention is paid to identifying the individual needs of all SEND children on entry using the graduated approach. There are close links with the feeder schools and if a child has previously been identified as having SEND, early liaison with parents is made. SEN support plans will be made for any child with special educational needs.

The school building is reasonably accessible for children with physical disabilities and those using wheel chairs.

8. Identification, Assessment and Provision of Special Educational Needs or Disability

Identification of Special Educational Need or Disability may come from either parent/carer or by school observations.

The initial identification of Special Educational Need or Disability is the responsibility of the class teacher who has concerns that a child is not making expected progress. A need will be of an educational nature. It may also take the form of an emotional, sensory, physical difficulty if this impacts on the educational development of the child.

Graduated response

In light of the new SEND Code of Practice 2014, TJHSW has adopted a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a pupil is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are a means of helping John Hampden School and parents match special educational provision to individual pupil needs.

Early Intervention

If a child joins our school with specialist teacher involvement this is continued and the SENDCo liaises closely with specialists. Prior-to-entry information from the previous setting is sought. On entry assessments may be completed for a child and any concerns raised are addressed as educational concerns.

Educational Concerns

Children are continually monitored, observed and assessed throughout their time at the school and any concerns are discussed with the parents and the SENDCo. The class teacher begins APDR process and gathers evidence about the child's difficulties. Appropriate class-based differentiation is put in place in the classroom to support needs and this is regularly reviewed. Parents are kept informed of each stage. If the provision is not working, then a Referral to SENDCo Form is passed onto the SENDCo along with evidence of concern for further assessment and intervention.

Single Category of SEND - SEN Support

Under the new SEND Code of Practice 2014 the categories of School Action or School Action Plus have been removed. The new approach to identifying SEND will be through a school based category of SEND, identified from the following SEND categories:

Cognition and learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Emotional and mental health include:

- Emotional and mental health difficulties (ESD)

Communication and interaction needs include:

- Speech, language and communication needs (SLCN), and
- Autistic spectrum disorders (ASD)

Sensory and/or physical needs include:

- Visual impairment (VI)
- hearing impairment (HI)
- Multi-sensory impairment (MSI), and
- Physical disability (PD).

SEN Support

When a child is identified as needing provision additional to or different from that provided as part of normal class activities, the intervention of the SENDCo will be requested by the class teacher. Teachers will have completed a referral to SENDCo Form, including appropriate evidence, about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not supported by the behaviour management techniques employed by the school and is not making expected progress academically;

- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- Makes slow progress in developing literacy and mathematics skills;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

At this stage the SENDCo will further assess the child and further support will be discussed with the class teacher, TA/LSA and parents and action taken. An SEN support plan will be written, in liaison with parents and reviewed termly.

If, in spite of appropriate support being provided, the child does not make progress school will consult with parents, external agencies may be involved to further support the child. These agencies will provide advice on setting appropriate targets and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the child's progress. In some cases, they will provide support for particular activities.

The Triggers for outside agency support could be that despite receiving support within school the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of their peer group
- Needs specialist advice for a particular need, e.g. Sensory, physical, emotional

If a child is making good progress and the gaps in achievement are reducing between them and their peers they will no longer require an SEN support plan, they will be monitored by the SENDCo for a further term to ensure their needs are being met. It will then be the class teacher's responsibility to continue meeting the child's needs within the class as part of quality first teaching.

Statutory Assessment of SEND

In a very few cases, a young person may continue to demonstrate significant cause for concern despite interventions at SEN support. If this should be the case, then a request may be made to the LA for a statutory assessment in order to obtain an Education and Health Care Plan (EHCP). This will decide the nature of the provision necessary to meet the child's SEND. If this cannot reasonably be met by the school, then the LA may provide additional resources. The purpose of the EHC Plan is to make special educational provision to meet the needs of the child, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the statutory assessment to:

- Establish and record the views, interests and aspirations of the parents and child or young person.

- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

9. Assess, Plan, Do and Review

Support and SEN support in school is based on four types of action – ASSESS, PLAN, DO & REVIEW

Identification & Assessment

Children who may have SEN will be identified through teachers/TAs observations and assessments. Concerns may also be raised through standardised assessments (Baseline, SATs, etc), progress checklists, target setting, parental/carers concerns or the student's own observations or by external agencies.

Plan

Some children will complete the APDR process before a SEN plan is completed to assess impact of support.

Where it is decided to provide a pupil with an SEN Support Plan, the parents will be notified. The teacher and the SENDCo should agree, in consultation with parents and the child, discuss the interventions and support that will be put in place, as well as the expected impact on outcomes for the child. The aim being that the child will make appropriate progress, along with a clear date for review.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the pupil, working closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review Process

APDR frames are reviewed and updated at the end of each 6-week period. At the end of 2 cycles it may be deemed necessary to provide an SEN support plan for that child. SEN support plans maps will be reviewed at the end of each term, with input from the child, parent/carers, teachers, and teaching assistants and outside agencies (if applicable). If the child is appropriate the child will be taken off the SEN support plan and monitored for a further term. If children do not yet have an SEN Support plan it may be necessary to begin a plan.

Children with an EHC Plan have set short term targets which have been established after consultation with the parents/carers and the individual child, where appropriate, and include targets identified in the EHC Plan. These targets will be set out in the SEN support plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teachers. All EHC Plans will be reviewed annually in school. The parents/carers, the young person and involved professionals will be invited to consider the progress made by the young person in achieving targets set and whether any amendments need to be made. Children participate in their Annual Reviews by:

- Offering their opinion and advice in the setting of targets on paper
- Discussing their achievements/concerns/issues in advance of the review meeting with parents/carers or others as appropriate.

Assessment and Monitoring

All children are assessed and monitored throughout their schooling and their progress is recorded. Several screening procedures are used. These are detailed in the Assessment Policy. PIVAT's assessments are in place and are used to track the progress of some SEND children to monitor small steps of progress. The Autism Education trust also provide a framework to assess.

10. SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required should include:

- Identifying children and young people with SEND and assessing their needs.
- Assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review.
- Supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology.
- Securing expertise among teachers, lecturers or other professionals to support children and young people with SEND.
- Assessing and evaluating the effectiveness of the provision they make for children and young people with SEND.
- Enabling children and young people with SEND to have access to facilities and extra-curricular activity available to all children in the setting.
- Supporting and improving emotional and social development, including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.
- Named contacts for parental concerns.

12. Partnership Within and Beyond the School

Staff Development

All Staff development needs are identified and appropriate training given. Staff are alerted to training opportunities from outside agencies. Whole school training is used to develop expertise in delivering interventions, identifying barriers to learning and managing behaviour. All staff will have regular training opportunities relating to their roles.

Teachers regularly meet the school SENDCo to discuss the needs of the children in their class. The SENDCo monitors intervention folders and can advise teachers on next steps and signpost them to training or support from other agencies.

13. Evaluating the SEND policy

The SEND policy is reviewed annually. Policy evaluation focuses on how far the aims and objectives have been met and how effective the SEND provision has been in relation to the resources allocated.

The Voice of the Child

It is our intention to listen to and act upon the views of the child when considering support and provision. This is reflected in our class teaching as well as at reviews of SEN support plans and individual provision maps.

Parent/Carer Partnership

SEN support plan reviews will be held three times a year. The school endeavours to work in partnership with parents/carers and takes their views into account in working for the best interests of their child. The knowledge, views and first-hand experience parents/carers have regarding their children are valued for the contribution it makes to their child's education. All parents are welcome to contact their child's class teacher and/or the SENDCo if they have any concerns about the special educational provision for their child.

Parents/carers are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

Any official complaints can be made through the school's complaints procedures.

Links with Other Schools and Transfer Arrangements

The school has links with other primary and secondary schools in the locality and the SENDCo meets with the SENDCo's of these schools on a regular basis. On transition to Secondary school children's individual special educational needs are discussed to ensure a smooth transfer.

Jo Francis: SENDCo

Sue Barnes: Headteacher

SEN Governor: Suzanne Pim