

The Minster Junior School

'Let us be concerned for one another, to help one another to show love and do good.'
Hebrews 10:24

SEND & DISABILITY POLICY

2022-2023



Approved by FGB

Date: November 2022

Signed:

F.B. Bayes

Last reviewed on: November 2022

Next review due by: November 2023

THE MINSTER JUNIOR SCHOOL

Special Educational Needs Policy

The Governing Body of The Minster 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.

Introduction

Definitions of special educational needs (SEND) 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or(b) above or would do so if special educational provision was not made for them.

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.

This policy is written in conjunction with our SEND information report and in compliance with:

Equality Act 2010: advice for Schools DfE 2013
SEND Code of Practice 0-25 (September 2014)
Schools' SEN Information Report Regulations (2014)
Keeping Children Safe in Education 2022

Here at The Minster Junior School, we employ a Special Educational Needs Co-ordinator, Mr Derrick Francis, who is part of our School Senior Leadership Team. He is supported by a team of SEND teaching assistants, and together they ensure that the provision at The Minster Junior

School works within the guidelines and inclusion policies of the current Code of Practice (2014). They are challenged and held to account by the SEN Governors – Linda Alange.

Ethos and Values:

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 special educational need.

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

The Types of Special Education Need Provided for The Minster Junior School

Provision is made for children with a range of needs including:

- **Cognition and Learning**
Moderate Learning Difficulties (MLD); Specific Learning Difficulties (SpLD) e.g. dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with number and calculation) and dyspraxia (or 'developmental coordination disorder' resulting in difficulties with motor planning). All children in this category have a form of learning difficulty.
- **Communication and Interaction**
Autistic Spectrum Disorder (ASD), Asperger's Syndrome, selective mutism, Speech, Language and Communication Needs (SLCN), dysfluency, attention and listening difficulties. Children with communication and interaction difficulties may or may not also have learning difficulties.
- **Social, Emotional and Mental Health**
Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), attachment disorder, emotional difficulties and mental health difficulties. Children with SEMH needs may experience a wide range of social and emotional difficulties which can impact on their outward behaviours. They might be isolated or withdrawn or display challenging behaviour. Such behaviours may be indicative of underlying mental health difficulties (such as anxiety or depression), or emotional issues (such as disordered attachment). For some children with SEMH difficulties, the nature of these difficulties will mean that they have difficulties with learning.

- **Physical and Sensory**

Hearing Impairment, Visual Impairment, medical needs including asthma, Epilepsy, physical disability including Cerebral Palsy and Arthritis. Children with these disabilities will usually access support from specialist education and health services.

These children do not necessarily have 'learning difficulties', in that their cognitive functioning may be average or above; some children, though, do have associated learning difficulties.

At all points and stages, the principles of Keeping Children Safe in Education 2022 apply. This is to ensure that all children, particularly those with special educational needs are kept safe from harm, and as such, are not missing from education, nor are they rendered vulnerable to Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE).

Aims and Objectives:

Aims:

We aim to ensure that all children have an equal access to broad and balanced education, which includes the National Curriculum (2014) and is in line with the New Code of Practice (2014). Where all children will be fully integrated into life at our school and every teacher will ensure that every child achieves success and is given the opportunity to fulfil their potential.

Objectives

- Ensure appropriate provision for all pupils enabling those with SEND to overcome barriers, access the National Curriculum and are empowered to achieve their full potential, alongside their non-SEN peers. This will be co-ordinated by the SENCo and Headteacher and will be monitored and reviewed regularly to ensure that individual targets are being met.
- Staff member identify the needs of SEND pupils as soon as possible, this is most effective when working in conjunction with the pupil's previous setting and with educational, health and care services who are working with the pupil prior to their entry to our school. Staff will be supported by the SENCo and Headteacher in identifying pupils with SEND.
- Monitor the progress of all pupils in order to ensure the identification of all pupils with SEND. Through rigorous monitoring by the class teacher, we can identify any potential issues that may be linked to SEND needs and ensure SEND pupils continually make progress to achieve success and fulfil their potential.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This included giving them regular feedback on their child's progress and supporting understanding of SEND procedures and practises.
- Work with and support outside agencies when pupils' needs cannot be met by the school alone. These services may include: Educational Psychologists, Speech and Language Therapists, Physiotherapists, Family Support Services and Specialist Advisory Teachers.

Identifying Special Educational Needs

The SEND 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

The purpose of identifying pupils with SEND is to ensure they receive the right provision to ensure that they make progress in line with their peers.

As set out in the Code of Practice, a child does not necessarily have SEND 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)
- Poor attendance and punctuality
- Health and Welfare concerns
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Please refer to the school's SEND information report for further information on identifying SEN needs (a copy is available on the school website or a hard copy from the school office).

A Graduated Approach to SEN Support

High Quality Teaching

- Any pupils who are falling outside the range of expected achievement (not making expected progress and not meeting individual targets) will be closely monitored by the class teacher in conjunction with senior members of staff at phase meetings and pupil progress meetings.
- Once a pupil has been identified as having **possible** SEND needs they will be closely monitored by staff to gauge their level of learning and identify specific issues.
- The class teacher will ensure that there are differentiated learning opportunities that will aid the pupil's academic progress and enable them to identify what type of provision and teaching style best supports them. This support will be given by the class teacher through high quality teaching allowing pupils to close gaps in their learning
- The SENCo will be consulted as needed for support and advice.
- This will enable the teacher and the school to determine the level of provision needed for the child to make progress going forward, this will be delivered through high quality teaching in the classroom.
- Parents will be fully informed of any concerns and the circumstances on which their child is being monitored. They are encouraged to share information and knowledge with the school.

- The child continues to be closely monitored and parents are kept informed through the class teacher informally or during parents' evenings. This does not mean that the child will automatically be added to the SEND register
- Parents Evenings are used to monitor, assess and discuss progress being made by children.
- If a child has been recently removed from the SEN register they will continue to be closely monitored by the class teacher to ensure progress is maintained.

SEN Support

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

Within school, where it is determined that a pupil does have SEND, the parents will be informed by a letter sent by Derrick Francis, the SENCo. They will then 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 their 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 SEND support plan. 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

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 SEN support plan 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 SEN support plan 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 fed back formally to parents through parents' evenings and additional meetings if required. The SENCo will have an open-door policy, by which parents of learners with SEND, can make appointments to meet him to discuss needs and provisions.

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, likewise, 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 will be taken at a progress review. The application for an Education, Health and Care Plans (EHC plan) 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 Croydon Council as to whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Exiting the SEN Register

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 SEND 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. Learning within the class will continue to be differentiated as necessary.

Access and Inclusion

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. Staff members are kept up to date with teaching strategies 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 all pupils to do their best.

The school complies with all relevant accessibility requirements. The site has wheelchair accessibility, disabled toilet facilities and a lift to the first floor classrooms.

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.

Evaluating the Success of the Provision

In order to make consistent continuous progress in relation to SEND provision, The Minster Junior 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 the leadership team, and information is fed back to the staff and governors. This helps to identify whether provision is effective.

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 advise 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 SENCos and attending Year 2 annual reviews.
- To foster and maintain links, with destination schools, e.g. through liaison with SENCos, 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.
- To support and manage the learning support assistants, including setting appropriate targets at their performance management meeting
- Support the Headteacher with child protection issues, including safeguarding responsibilities

Supporting Pupils 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 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. Pupils with a medical need will usually have an individual health and care plan which gives details of his/her medical need and how this will be managed in school. Pupils with medical needs may not have any special educational needs. If a pupil does have medical needs and SEND, the additional provision to meet these needs should be planned and coordinated alongside the health care plan.

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.

Bullying

At The Minster Junior School we recognise that pupils with SEND may be more vulnerable, and are therefore 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 PSHE teaching.

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 has a formal complaints procedure which can be found on the website or advice/copies are available via the school office

In-service training for Staff

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENCo and SEND T.A.s attend relevant SEND courses offered by Croydon LA and The Diocesan Multi Academy Trust, to which the school belongs. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. This includes the training of learning support staff to enable them to support pupils with specific SEND needs such as speech and language. Training for staff may be given through external courses or support from advisory teachers and health professionals.

The SENCo, with the senior leadership team, ensures Special Educational Needs Policy (2014) 10: that training opportunities are matched to school development priorities and those identified through the use of provision management.

Storing and Managing Information

Class teachers maintain records of progress in reading, writing and maths for all pupils, including those on the Special Educational Needs Register.

All other SEND information is held by the SENCo and forwarded to the feeder school at the appropriate time. The information gathered is used as evidence when a formal assessment of a pupil is sought. The information kept on pupils with an Education and Health Care Plan is used in the annual reviews and secondary school transfer reviews.

Links with Outside Agencies

The Minster Junior School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Croydon Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Family Liaison Services
- Physiotherapy and Occupational Health Services
- Specialist Advisory Teachers
- CAMHS
- Outreach services e.g. Chaffinch Brook School and Bramley Bank Short Stay School

In cases where a child is under observation or is a cause for concern, focused meetings will be arranged with the appropriate agency.

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

