

Sawley Junior School



SEND Policy

Approved by:	AGB
Date:	12/11/24
Minute no:	
Version:	v0.1
Review cycle:	Annual/as required
Publication:	Public

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1. Introduction

At Sawley Junior School, we are committed to providing an inclusive setting with high expectations where all children feel able to aspire to achieve or exceed their potential. Our environment is one where we welcome children with Special Educational Needs and Disabilities and celebrate our pupils' many achievements, academically, socially and emotionally. The welfare of the child is central to our ethos and we recognise that all children, regardless of religious belief, disability, gender and racial heritage should be protected. We will endeavour to safeguard children by ensuring that all adults who work with children and young people with SEND are aware of the additional needs children may have. Children with SEND are statistically more vulnerable to abuse and may have barriers which prevent them from communicating something is wrong. This means all adults working with these children must be vigilant and monitor changes to behavior carefully. Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

All teachers have the responsibility for meeting the needs of children with Special Needs through quality first

teaching. This may be observed through differentiated curriculum and scaffolds to target the child's specific difficulties. It is necessary for staff to liaise with and support each other and review and evaluate with parents.

The staff and governors Sawley Junior School are committed to providing children with Special Needs with a broad and balanced curriculum. In line with recent COVID-19 guidelines, all children with special needs children will continue to be fully integrated within mainstream classes. Where professionals and visitors from outside agencies are required to come into school to support, work with or observe the children we will ensure that they are fully aware of, and follow our COVID-19 risk assessment.

The school recognises that at any time in a child's school life, he/she may need additional individual monitoring or support. This includes both the less able and the exceptionally able and these additional needs may vary as the child grows and changes.

2. Definition

Definitions of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014:

A child or a young person has a SEND 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.

The Equality Act 2010.

The act makes it unlawful for the responsible body of the school to discriminate, harass or victimise (directly or indirectly) against a pupil or potential pupil:

In relation to admissions

In the way it provides an education for its pupils

In the way it provides pupils access to any benefit, facility or service

By excluding a pupil or subjecting them to any other detriment.

The Act defines a disability as when a person has 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

The law on disability discrimination is different from the rest of the act in a number of ways

3. Compliance

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

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND 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
- Child Protection and Safeguarding Policy
- Accessibility Plan Teachers Standards 2012 Medical Needs Policy.

Provision at Sawley Junior School is informed by the Fundamental Principles of Provision for the Code of Practice (Chapter 1, pg 7), which state that:

- A child with Special Education Needs should have their needs met
- The special educational needs of children will normally be met within the context of the child's class/year group
- The views of the child should always be sought and taken into account
- Parents (including those with parental responsibility) have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the foundation stage and the National Curriculum.

4. The role of the Special Educational Needs & Disabilities (SEND) Co-ordinator, staff and governors

The Special Needs Co-ordinator is responsible for:

- the day-to-day implementation of the school's Special Needs Policy
- liaising with and advising fellow teachers and Education Care Officers
- co-ordinating provision for children with special needs
- maintaining the Special Needs Register
- liaising with external agencies to gain advice on children with special needs
- seek external support and advice where necessary.

The Special Educational Needs & Disabilities (SEND) link governor will liaise with the Special Needs Co-ordinator (Mrs Joyce), who will provide the governing body with regular reports and updates.

The headteacher, head of school or SENDCo will attend some multi-agency meetings, monitor correspondence from the school and liaise with visitors coming into school e.g. Inclusion Support Advisory Teacher, physiotherapists, educational psychologists etc.

5. Transition arrangements

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Admission arrangements for Children with Special Educational Needs & Disabilities do not differ from those of any other children. In the event of oversubscription, all children would be admitted according to the school's admissions policy. This policy acknowledges that all children with Special Educational Needs & Disabilities have the right to be educated in mainstream school, with regard to the Code of Practice.

The school liaises with the infant school on site and provide detailed handovers around transition periods. Children from the infant school are invited over for extra break times and some children have additional school tours in preparation for transitioning into Junior school. Parents are encouraged to pass on all information to the school. The children visit several times before they begin and parents meet with the Headteacher, SENDCO and class teacher. Other professionals involved with individual children are invited into school or organise online meetings to share relevant information.

All the children will be integrated into mainstream classes. We have some provision for small group withdrawal with a teaching assistant and support within the classroom setting. These children would work on an Individual Programme provided by the class teacher and/or Special Educational Needs & Disabilities Co-ordinator in correspondence with any external agency specialist advice. Where suitable teaching assistants will also be involved in writing these programmes. Pupils with an Education Health Care Plan or GRIPS funding are allocated support via their own plans and additional funding.

The school has a full and planned liaison programme with The Long Eaton School, Friesland School and Wilsthorpe School, which includes visits to the school and visits from the Head of Learning Support plus members of the team. Similar arrangements can be made, where necessary, for children to transfer to other secondary schools.

If children change schools during the primary phase, full Special Educational Needs & Disabilities Records will be sent, with the rest of the school records, to their new schools.

The school building has been adapted to be accessible and has two disabled toilets, ramps and wheelchair access to all classrooms, the hall and other buildings making the building accessible for everyone. In 2022, all members of staff accessed moving and handling training for wheelchairs.

6. Inclusion

Children with Special Educational Needs & Disabilities are integrated into mainstream classes and are included in all activities arranged by the school, providing that it is practicable for the pupil concerned and compatible with the efficient education of other pupils. The governing body will ensure that appropriate provision is made for all pupils with Special Educational Needs & Disabilities.

Our commitment is to prepare all of our children with SEND with:
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- an excitement for learning
- the determination to overcome challenges
- the skills to communicate their needs effectively
- the ability to advocate for themselves in social situations so that they can progress and thrive

7. School responsibilities

All staff at Sawley Junior School are committed to providing high quality, tailored provision for our children with SEND to ensure each individual's needs are met. As a team, we work together with teachers, teaching assistants, senior leadership, the SENDCo, midday supervisors, external agencies, parents and our wonderful pupils to provide the very best education for all. All children in the school will have access to the National Curriculum, at their own level. In class, children may be given individual work to suit their ability, or they may work in ability groups.

Our children with SEND:

- receive high quality teaching to meet their needs
- are immersed in all aspects of the school day
- are respected and listened to

Children on the Special Educational Needs & Disabilities Register will follow Individual Learning Plans to address specific targeted problem areas. All children with special needs will have differentiated work in some or all areas of the curriculum depending on their own needs.

The school's budget is allocated according to priorities identified within the School Development Plan. In allocating funds for Special Educational Needs & Disabilities provision the headteacher will be mindful of:

- The amount of money allocated by Derbyshire County Council for children with additional needs through an EHCP or Inclusion Funding.
- The individual needs of children on the Special Educational Needs & Disabilities Register, including those with significant medical needs.

8. Identification, Assessment, Monitoring and Review.

The key to meeting the needs of all children will ultimately lie with the teacher's knowledge of every child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing the appropriate access to the curriculum for each child.

Teachers in Sawley Juniors will observe and assess the progress of all individuals on a regular basis. This will provide information about areas where a child is not progressing satisfactorily even though the teaching style has been differentiated within the classroom. To provide the very best opportunities for all of our children with SEND,

we follow the Graduated Response (May, 2022). This enables us to assess the child's individual needs. Using this assessment data, we plan targeted interventions to cater to these specific learning needs including quality first teaching. Next, the children do the intervention and we review progress at regular intervals, tweaking the interventions to improve outcomes as necessary.

We support our children with SEND through:

- targeted interventions with their teacher or teaching assistant to support specific needs
- additional resources such as ear defenders, chair bands, wobble cushions, coloured overlays/books, desk supports, calm spaces and manipulatives to allow them to access the school day
- adult support, either 1:1 or in small groups to enable them to access elements of the curriculum
- external agencies referral can offer individualised support from educational psychologists, occupational therapists, alternative provision providers, CAMHS, physiotherapy and other, personalised services.

If a concern is expressed about a child's progress by a parent or teacher, the stages of the Special Educational Needs Code of Practice will be followed. After consultation between the class teacher, parents and the Special Educational Needs & Disabilities Co-ordinator, the child will be placed upon the Special Educational Needs & Disabilities Register and a date will be set for a review. The views of the parents and pupil will be gathered and the expertise of other professionals will be accessed when required. Progress will continue to be monitored by the Special Educational Needs & Disabilities Co-ordinator and class teacher.

Individual Plans are kept by the class teacher as a working document. All teachers can digitally access a Special Educational Needs & Disabilities File containing current Individual Plans assessments, letters, reports and documents. These are shared with all relevant adults supporting and working with the child. All documents are stored and retained in accordance with our data protection policy and current data protection legislation.

9. Parents as Partners

We recognise the importance of communication with parents as an integral part of implementing the best possible practice for our pupils as you know your child best. Our school places high importance on working together with parents to have the best impact on their child's educational trajectory. We encourage parents to keep in contact with us via:

- Class Dojo
- a phone call
- a meeting with the class teacher
- a meeting with the SENDCo
- informal chats with the Senior Leadership Team or SENDCo on the gates before and after school

This open communication allows both parties to share updates on specialist advice, support resources and legislation. At this school all parents are always welcome to discuss their child's progress. Parents will be

consulted before children are placed on the Register and at each subsequent review. Much of this liaison is carried out at Parents Evenings.

We recognize that the initial concern about a child's progress is often voiced by a parent, who should first contact the class teacher. He/she will then liaise with the Special Educational Needs & Disabilities Co-ordinator and together they will decide whether to register the child and at what stage. Wherever possible parents are encouraged to share in, and support their child's learning.

Where children are placed on the SEND register at Graduated Response 2, outside agents such as Educational Psychologists, Advisory Teachers, Speech Therapists, will be involved with supporting the child's education and individual needs. Such professionals will liaise with parents themselves through school.

The school will support parents through the [SEND Code of Practice, 2015](#) and keep them informed of their rights and responsibilities. The school's SEND information report, which is available on the school's website, gives parents further information on their rights and how we, as a school, strive to meet the needs of all the children within our setting.

10. Continuous Professional Development

As a school we are committed to continually enhancing our practice to provide the very best education for our pupils. Our staff welcome opportunities to advance their understanding on elements of SEND including diagnoses, policy and helpful, current practices which can be implemented across school.

Opportunities are taken, where appropriate for the SENDCo to attend courses, relevant to the school development of Special Educational Needs & Disabilities provision. The knowledge and information gained are fed back to staff via staff meetings and INSET days. The provision and progression of Special Educational Needs & Disabilities is an integral part of the School Improvement Plan. Any CPD (Continuous Professional Development) attended by staff will be shared and disseminated to ensure best practice is being delivered.

11. Outside Agencies

The school SENDCo has regular contact with outside agencies to allow a multi-agency approach to supporting our children. Mrs Joyce liases with staff from the Inclusion Support Advisory Service, Educational Psychology, CAMHS, speech and language and occupational therapists to discuss the needs of children with SEND (including children we may have concerns over), to discuss how together we can best support these children.

Outside Agencies Sawley Junior School use:

- Educational Psychology Service (EP)

- Speech Therapy
- Inclusion Support Advisory Service
- School Nurse
- Family Liason Officer
- Counselling Services
- Occupational Therapy
- Early Help officers
- CAMHS
- Other external charities and agencies

Meeting the needs of children with SEND successfully requires good partnerships between all those involved. We believe that these partnerships can only work where there is a clear understanding of the aims, roles and responsibilities and the nature of these relationships; ensuring that there is clarity of information and information is shared promptly with all parties concerned.

Educational Psychologist:

The school currently subscribes to having an Educational Psychologist (EP) for a set amount of standard and enhanced sessions per year, to include assessments of children's needs, meetings and discussions with parents, training and support for staff and parents along with meetings as needed. The EP may be required to assess and advise as part of the assessment process.

Speech Therapy:

The school may refer a child to the Speech and Language Therapy Service (SaLT) if parental permission is obtained. Copies of reports are sent out to schools. Pupil's speech and language development profiles are confidential, but information relevant to target setting in school, and EHCPs may be shared with staff in review meetings.

Children's Services:

Referrals to Social Services involving child protection issues are made by a designated safeguarding lead (Mrs Burton, Mrs Sisson, Claire Kudryk, Mrs Joyce). Reports are highly confidential and filed on the online system MyConcern. The inclusion leader may refer non-Child Protection issues regarding children of concern or contact Social Services for advice. The inclusion leader will make every effort to attend case conferences/professional meetings as appropriate. Reports of these meetings are highly confidential and will be treated as such. Please also refer to the Child Protection policy.

Family Counselling and Support Service:

We have a Family Liason Officer working within our academy trust, Claire Kudryk (more information in section 12). The department for Children, Young People and their families also offers specialist counselling and support. Referrals may be recommended by school but can also be supported by the families GP. School may be asked to complete a brief report to support initial assessment.

12. Family Liaison Officer

As part of the Willows Academy Trust we also have a Family Liaison Office (FLO) - Claire Kudryk. Claire is on-site and is contactable by phone or email at any time during the working week. Claire is available as a listening ear to offer support, advice and guidance to parents/carers and families around specific issues they may be struggling and faced with at home including:

- Being worried about your child's behaviours.
- Being worried about your child's emotional health.
- Being worried about your child socially.
- Support around implementing routines in the home.
- Support around managing children's behavior.
- Support around adjusting to any changes within the family home.
- Support and sign-post to more specific and targeted services in the local community including health, housing and other social issues.

In addition, Claire can support families on a more targeted level by offering packages of support through home visiting and can work with you in overcoming any difficulties you may be facing.

13. Objectives for development and prioritisation

The Special Educational Needs & Disabilities Co-ordinator will continue to:

- Update and evaluate the policy according to the provisions of the SEND Code of Practice and subsequent legislation
- Liaise with class teachers to develop effective Individual Plans
- Report to the governors' meetings to inform them of any changes and progress throughout the year.
- Attend SENDCo cluster meetings as part of the Willows Academy Trust to ensure that all schools in the trust are in line with each other but adaptations will be made so the needs of individual schools are met.
- Keep the school information report up to date and in line with national and local expectations.

14. Monitoring and review

The governors of the school will evaluate and review, the Special Educational Needs & Disabilities Policy, along with the SEND information report on an annual basis. At every review, the policy will be approved by the governing board.

The Special Educational Needs & Disabilities link governor is responsible for implementing, monitoring

and reviewing the school's policy and working with the Special Educational Needs & Disabilities Co-ordinator to ensure that the needs of all children identified as having Special Educational Needs & Disabilities are met.

Appendix 1

SEND Intent, Implementation and Impact Statement.

Intent	Implementation	Impact
At Sawley Junior School, we are committed to providing an inclusive setting with high expectations where all children feel able to aspire to achieve or exceed their potential. Our environment is one where we welcome children with Special Educational Needs and Disabilities and celebrate our pupils' many achievements, academically, socially and emotionally. Sawley Junior School caters to a diverse range of Special Educational Needs. In the SEND Code of Practice (2015), there are 4 key areas of SEND: • Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum. • Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia or	"Fairness is not giving everyone the same thing. Fairness is giving each person what they need to succeed." - Rick Riordan All staff at Sawley Junior School are committed to providing high quality, tailored provision for our children with SEND to ensure each individual's needs are met. As a team, we work together with teachers, teaching assistants, senior leadership, the SENCo, midday supervisors, external agencies, parents and our wonderful pupils to provide the very best education for all. To provide the very best opportunities for all of our children with SEND, we follow the Graduated Response, May, 2022 (Link below). This enables us to assess the child's individual needs. Using this assessment data, we plan targeted interventions to cater to these specific learning needs including quality first teaching. Next, the children do the intervention and we review progress at regular intervals, tweaking the interventions to improve outcomes as necessary. Our children with SEND: - receive high quality teaching to meet their needs - are immersed in all aspects of the school day - are respected and listened to We support our children with SEND through: - targeted interventions with their teacher or teaching assistant to	Through our holistic, whole-school approach to educating our pupils, all of our children will: • feel happy and safe at school • engage in learning opportunities • be supported to achieve their best possible outcomes and will make progress from their starting points • have aspirational goals for adulthood • develop their culture capital through the many exciting experiences our school provides • become independent learners with an inquisitive mindset • develop their social skills to work collaboratively with others

dyspraxia. • Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration. • Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties. Our commitment is to prepare all of our children with SEND with: - an excitement for learning - the determination to overcome challenges - the skills to communicate their needs effectively - the ability to advocate for themselves in social situations so that they can progress and thrive	support specific needs - extra facilities such as ear defenders, coloured overlays/books, desk supports, calm spaces and manipulatives to allow them to access the school day - adult support, either 1:1 or in small groups to enable them to access elements of the curriculum - external agencies referral can offer individualised support from educational psychologists, occupational therapists, alternative provision providers, CAMHS, physiotherapy and other personalised services. We recognise the importance of communication with parents as an integral part of implementing the best possible practice for our pupils as you know your child best. Our school places high importance on working together with parents to have the best impact on their child's educational trajectory. We encourage parents to keep in contact with us via: - Class Dojo - a phone call or meeting with the class teacher or SENDCo - informal chats with the Senior Leadership Team or SENDCo on the gates before and after school This open communication allows both parties to share updates on specialist advice, support resources and legislation. We are proud to be a part of Willows Academy Trust and as a trust, we implement the SEND policy in our day to day practices.	
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