



SEND policy

Iver Heath Junior School

Approved by:

Governors

Date: September 2024

Last reviewed on:

September 2024

Next review due by:

September 2026

This policy is a working and reference document for the staff of Iver Heath Junior School.

The Governing body and staff in the school will ensure that all pupils enjoy a broad, balanced and challenging relevant education which is appropriate to their individual abilities, talents and personal qualities. Diversity is valued as a rich resource, which supports the learning of all.

All children receive quality first teaching.

The policy has been written with the knowledge and collaboration of the whole staff and links with other school policies including:

1. Accessibility Arrangements
2. Admissions policy
3. Anti-Bullying and Child-on-Child Abuse Policy
4. Child protection & Safeguarding Policy
5. Equal Opportunities Policy
6. Supporting Pupils with Medical Conditions Policy
7. Safeguarding Statement

The policy has been written to comply with the Special Educational Needs and Disability Code of Practice 2014.

Legislation and Guidance:

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- › The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- › The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- › The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

For further information about the provision for SEND in the school, or require this policy in an alternative format, please contact the Inclusion Leader, Jo Peters:

- Email: senco@iverheath-jun.bucks.sch.uk Phone: 01753 651382

Aims

At Iver Heath Junior School, we value the individuality of all of our children, irrespective of need and we aim to provide an environment in which all children can reach their full potential.

The school recognises that for some children, their individual needs become Special Educational Needs. In order to identify and meet these Special Educational Needs, and to ensure the best outcomes are achieved for each child, the school works closely with parents and follows the guidelines set out in the SEN Code of Practice 2014.

We want to promote and help pupils to develop their personalities, skills and abilities so that pupils leave our school as confident individuals equipped to cope to the best of their ability with the challenges of the next step in their learning.

Objectives

Ensure access to the curriculum for all pupils.

- Identify and provide for pupils who have special educational needs and additional needs.
- Choose the most appropriate form of intervention to ensure good learning outcomes.
- Work in partnership with parents /carers.
- Work in partnership with outside agencies when a multi-professional approach is needed to meet the needs of the pupil.
- Work within the guidance provided in the SEN Code of Practice 2015.
- Ensure the school's SEND policy is implemented consistently by all staff.
- Support all staff's professional development in SEND and to guide and support governors and parents in SEND issues.

Identifying Special Educational Needs –

Please also see appendix 1 for our detailed step by step identification process.

The SEN Code of Practice 2014 definition of special educational needs is:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

The SEN Code of Practice describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. **Communication and interaction** – this includes those children who have speech and language difficulties and those children who find social interaction very challenging. It can include pupils on the autism spectrum.
2. **Cognition and Learning** – this includes children who learn at a slower pace than their peers well as those who may have a specific difficulty in one or more areas such as dyslexia or dyscalculia.
3. **Social, emotional and mental health difficulties** – this can include children who are very withdrawn as well as those exhibiting disruptive behaviour. It can include pupils with attention deficit hyperactive disorder or attachment disorder.

4. **Sensory and /or physical needs** – this could include a visual or hearing impairment or developmental co-ordination delay (dyspraxia)

It is important to take into account that a child can have needs which do not fit just one area. At Iver Heath Junior School, while having regard for these categories of need, we consider the whole range of needs and strengths of the child. This helps us match our provision to the pupil's need.

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEN. We also look for pupils who may achieve in line with expectations for their age but who could have SEN. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEN. These include disability*, attendance at school, health, English as an additional language, being a looked after child, being in receipt of pupil premium or being the child of service personnel.

Where unacceptable or unusual behaviour is a concern, we will investigate the underlying causes of the child's actions to discover the reason for their actions.

Behaviour is not a need but a likely response to a need. *Many children who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition. SEN C of P 2014.

A Graduated response to SEN support

Wave 1

All children receive quality first teaching with adaptation to ensure all children make appropriate progress. On occasions pupils may require further individual support through school-based interventions or specialist teachers.

Wave 2

Regular discussions between class teachers, learning support assistants, Inclusion Lead and the Senior Leadership Team take place. Concerns about children who do not make adequate progress are raised and exploration of support is taken. A joint decision is then made on the child's potential outcomes and future actions such as short-term interventions and further adaptations to the usual school curriculum. These Wave 2 interventions are recorded on the class provision map.

If parents have a concern that their child has special educational needs they should initially talk to the class teacher.

Wave 3

If a pupil is still not making expected progress in any area, despite high quality class teaching and Wave 2 support, it is possible they will have SEN. The class teacher and SENDCO will review all of the information gathered on the pupil and discuss the next steps with the parents/carers. The four-stage process of: assess, plan, do, review described in the Code of

Practice (see below) will be used to support the intervention programmes for each pupil. At this stage the pupil will be recorded on the SEN register under the category of SEN Support. Parents/carers will already be aware of the difficulties their child is experiencing through earlier involvement but they will receive a written confirmation that their child is on the SEN register.

All Wave 3 interventions are recorded on the class provision map and Edukey Provision Map Software.

High Needs Block Funding – HNBF

The local authority will consider further funding to support specific resources to support a child's needs. This is an amount of money granted to the school for a specific period of time.

The school would contact outside agencies who may already be involved to write a report outlining the needs of the child. The parents would be encouraged to write a report and the class teacher in consultation with the SENDCo/Head teacher would complete a report and a request to the local authority.

Assessing and reviewing progress

The school applies the Assess, Plan, Do review cycle as described below.

The class teacher liaising with the support staff **assesses** the children regularly both informally and formally.

They plan learning activities and targets to ensure progress towards the declared outcomes.

Do - The class teaching and interventions on the provision maps follow these plans.

The teacher **reviews** the progress towards these outcomes half termly and discusses this with the parents and child if appropriate.

This is all monitored by the Inclusion Leader.

Monitoring and Evaluation of SEND Register

Where a teacher or parent/carer has raised a concern about a child to the Inclusion Leader, but currently their progress is satisfactory, they may be put on the Additional Needs register.

The child's attainment and progress will be closely monitored by the class teacher and should concerns increase, they may then progress to receiving a Provision Map and be included on the school's SEN register.

Provision Map

When a child is identified as having additional needs which require extra support, an intervention log called a Provision Map is completed which identifies the needs, outcomes and actions needed to address the identified needs. Timescales are set for measurable outcomes to be met.

The plan is shared with parent and they invited to be a part of this process and are encouraged to support their child at home. At the end of the intervention period, the child's progress is reviewed and depending on progress, the intervention may end or continue if necessary.

Attainment, progress and plans are reviewed termly and the information is shared with parents/carers. Adjustments to the plans are made in order to support the pupil further.

The Provision Maps are used to inform the statutory Education, Health and Care Plan application process should that become necessary in the future. Education, Health and Care Plan If, despite our best endeavours a pupil does not make expected progress, or the gap between the pupil's level of attainment and their expected level widens, we will consider requesting an Education, Health and Care needs assessment in consultation with parents/carers.

Pupils with an Education Health and Care Plan will have an Annual Review of their statement/plan with parents, key staff and any relevant external professionals.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions, including diabetes, asthma, HIV or hepatitis, should be properly supported in order to ensure their health, safety, welfare and inclusion in school life and so that they have full access to education, including school trips and physical education.

All staff have regular training on the use of inhalers and epi-pens and the administration of medicines.

For other medical needs staff will receive training when needed.

Children with medical needs who do not have difficulties with learning, will be placed on the Additional Needs register not the SEN register.

Exiting the SEN register

Once a child has reached and maintained the level of attainment appropriate for their age, for at least one term, they will be removed from the SEN register. If outside agencies have supported the pupil their advice will be sought before removing a pupil from the SEN register. Parents/carers will be informed that their child is no longer on the SEN register. The pupil will continue to be closely monitored by the class teacher to ensure they continue to make acceptable progress by accessing high quality adapted class teaching and Wave 2 support if necessary.

Supporting pupils and families

It is the intention to listen and act upon the views of the child when considering support and provision.

The knowledge, views and first-hand experience that parents have regarding their children, are valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are encouraged to speak to the class teacher with any concerns and to attend parents' consultations. Parents are welcome to contact the Inclusion Leader if they have any concerns about Special Educational provision

Transition arrangements required will be implemented by the class teacher in consultation with the Inclusion Leader and parents. Staff liaise with the local Infant feeder schools and secondary schools as necessary and additional transition visits can be implemented if necessary.

Training

All professional development needs are identified through the school's performance management system and school development plan.

The Senior Leadership Team oversees the professional development of all teaching staff and support assistants.

The Inclusion Leader is responsible for continuing professional development and training ensures staff are trained in how to best support vulnerable learners in order to maximise their achievement. This is either through sharing good practice from within the school or through the use of external training courses which are relevant to the needs of the current cohort. Staff are encouraged to identify their own training needs in advance of receiving a child or group of children with SEN.

External support

Child and Adult Mental Health Services (CAMHS)

Educational Psychology (EP)

Pupil Referral Unit (PRU)

Educational Welfare

Specialist Teaching Services (STS):- including Cognition and Learning, ASD, Down Syndrome, Visual Impairment, Hearing Impairment

NHS Services including: Speech and Language, Physiotherapy, Occupational Therapy

Funding

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

1. Core Funding -This is the money schools receive based on the total number of pupils in the school.

2. Additional Support Funding - This is the funding received by school to help meet the needs of pupils with special educational needs both at the 'SEN Support' level and also the initial costs of support for pupils with EHCPs. (The school is expected to use the notional SEN budget to pay for the first £6000 of SEN provision).

3. Top-Up Funding - This is provided by the Local Authority where resources in excess of £6000 are required to support a pupil, as set out in their EHC plan or temporary High Needs Block Funding.

Safeguarding

It is recognised that children with SEND may be at greater risk of suffering harm. This is reflected in the school's Child Protection and Safeguarding policies.

Our school community is aware that additional barriers can exist when recognising abuse and neglect in this group of children and we will ensure any indicators of possible abuse are identified early and not assumed to be related to a child's SEND.

Staff know that:

- They should not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration as to their cause.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.
- Communication barriers and difficulties may make it difficult for children to express their concerns.
- They must overcome any reluctance to challenge carers (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child may not have an understanding of abuse.
- Some children with SEND can be very isolated. The Senior Team, particularly the SENDCO, will maintain close monitoring of children with SEN.

Roles and Responsibilities

Responsibility for the day-to-day operation of the SEND policy lies with the Inclusion Leader, Mrs Jo Peters.

- All teachers are responsible for the educational provision for children with special needs in their class.
- The role of the Inclusion Leader is to consult, co-ordinate support, and monitor all children with SEND within the school.
- The Inclusion Leader, in collaboration with the Senior Leadership Team, has lead responsibility for co-ordinating provision for pupils with SEND.

- All staff, both teaching and support, have shared responsibility for such children in their care.
- Administrative systems are in place for keeping information up to date and regular meetings are held to ensure those concerned are kept informed of developments.
- Class teachers and the Inclusion Leader will maintain regular contact with the parents / caregivers at all stages of support.
- There is a named governor with responsibility for SEND
- The "responsible persons" as named in the Code of Practice is the Head Teacher.
- The Head Teacher will report to their governing body at least annually, evaluating the success of the education provided for the children with SEND.

Designated Teachers with specific Safeguarding responsibility

Mrs Elaine Anglin (DSL) – Headteacher

Mrs Leigh Ruffell (DDSL) – Maths and Curriculum Lead and teacher

Linsey Ryan (DDSL) – Assistant Head with responsibility for English and teacher

Storing and managing information

Classroom copies of provision maps and current specialist advice are kept in SEN files in classrooms.

Other SEND documentation is kept in the Inclusion Leader's office.

Reviewing the Policy

The SEND policy is reviewed every two years. Policy evaluation focuses on establishing how far the aims and objectives of the policy have been met, how effective the provision has been in relation to the resources allocated and the attainment of pupils.

Accessibility

Please see accessibility arrangements.

The school is on two levels. We have a toilet on the ground floor for anyone with disabilities, that can accommodate a wheel chair, that has safety rails and a call cord for if help or assistance should be needed.

The school has an open-door policy and parents are welcome to talk to staff about any concerns they may have. If this is likely to be for more than a couple of minutes it is advisable to make an appointment.

Complaints

Any official complaints may be made through the school's complaints procedure which is on the website.

Appendix 1

Flow Chart of how we identify pupils with SEN as IHJS
Staff have concerns about a pupil – they are not making expected progress despite receiving high quality, adapted work as part of universal provision through quality teaching.
Step 1 Identify the barriers to learning Class teacher to assess the pupil's needs <ul style="list-style-type: none">• What are the strengths and difficulties?• What works in general practice?• What needs to be different for the pupil? <u>Evidence to support the investigation may include:</u> <ul style="list-style-type: none">• Teacher's professional experience• work in books• school assessment data• pupil's performance in relation to their peers• results from any standardised assessments• observation records• discussions with other staff, parents and pupil
Step 2 Plan of action <ul style="list-style-type: none">• Gather baseline data• Decide what will be done differently to help the child's learning• Ensure all members of staff who work with the child are aware of the support; all to encourage as much independence as possible• Identify the objectives and exit criteria for intervention – complete an intervention log
Step 3 Make the changes/ start intervention <ul style="list-style-type: none">• Record changes, observations, improvements, problems etc.• Record support in the class provision map
Step 4 Review progress after 6 - 10 weeks <ul style="list-style-type: none">• Has the child made progress, achieved the intended outcome? Evidence of transfer of learning should be seen in books, behaviour etc.• Has anything changed for the pupil or is further intervention needed?• Would different resources be more successful?
Step 5 Taking it further If, despite high quality intervention/ support for at least 2 intervention cycles the pupil is not making progress the class teacher should consider: <ul style="list-style-type: none">• Altering the intervention based on the evidence obtained from the first interventions• Discussing the problems with SENDCO The pupil will be put on the Additional Needs Register
Step 6 SENDCO to investigate further using standardised tests, discussions with staff, parents, observations of the pupil, school assessment data. A plan of support will be established and a Provision Map will be written. This will be shared with parents, with their views and those of the pupils included. If appropriate, the pupil will be placed on the SEN list. Parents will be involved in the process throughout and will be made aware that pupil is on the SEN Register.
Removal from the register If a pupil has made progress and no longer requires interventions, they will be removed from the SEN register. Parents will be advised. The pupil be closely monitored for a term by the class teacher to ensure progress is maintained.