



Special Educational Needs and Disabilities Policy

Amended: Spring 2019

Adopted by Curriculum and Outcomes Committee on behalf of the Governing body: Spring 2019

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety and Child Protection policies.

Hove Junior School

Policy for Special Educational Needs and Disabilities

This 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 documents:

- Equality Act 2010: Advice for schools DfE (Feb 2014)
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stages 1-4 Framework document (July 2014)
- Child Protection and Safeguarding Policy (Autumn 2017)
- Anti-bullying Policy (September 2017)
- Policy on Supporting Pupils at School with Medical Conditions (July 2015)
- Teachers Standards (July 2014)

In the spirit of the 2014 SEND Code of Practice, this policy has been produced by the Special Educational Needs coordinators for Hove Junior school in conjunction with the schools' key stakeholders including parents, families, governors, SLT and all staff.

See the Hove Junior School website for copies of all relevant policies as well as a copy of the SEN Local Offer and SEND Information Report which details how our policy is implemented at school.

INTRODUCTION

Definition of Special Educational Needs

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' Special educational provision means: **'educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools' (SEND Code of Practice July 2014).**

Our Statement of Inclusion and Disability Equality

At Hove Junior School, we believe that everyone has a right to be valued and respected as an individual and included in all aspects of school life. We ensure everything we do aims to remove all barriers that prevent anyone from being fully involved and from reaching their full potential within all of the educational and social opportunities provided in our school. We believe that high quality teaching is the key to supporting all children and we are aware that every teacher is a teacher of every child including those with SEN. We do this in collaboration with the child and their family, drawing upon the support of other partners within Brighton and Hove's Children and Young People's Trust (CYPT).

We are committed to promoting Disability Equality. When planning and teaching, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils, ensuring that barriers to learning are addressed and eliminated wherever possible.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At Hove Junior School, we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential.

- We recognise that children at some time in their life may have an additional need.
- We believe that all children are entitled to have their individual needs met whether they are academic, social, physical, emotional or behavioural.
- We believe the views of the child should be taken into account.
- We intend, through a team approach of careful assessment, monitoring and target setting, to provide a broadly balanced curriculum, including the National Curriculum, which is appropriate, challenging and fun
- We view parents as partners in their child's progress and development, with a vital role in supporting their child's education. Crucial is the idea that: **'it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken'**
- We believe children with individual special needs should remain integrated within the school. SEN provision should be given within class where possible; however, children are sometimes withdrawn for individual or small group support. The SEND provision will be in the context of an inclusive curriculum
- We will allocate our resources to achieve maximum value for money, reviewing and adapting provision as necessary

We promote a sense of community and belonging, and endeavour to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways that take account of their varied life experiences and needs.

We pay attention to the provision for and the achievement of different groups of learners, including:

- Girls and boys
- Minority ethnic and faith groups, travelers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs (SEN)
- Learners who are disabled
- Children who are looked after by the local authority (Also known as Children in Care)
- Others such as those who are sick; young carers; in families who are under stress
- Any learners who are at risk of disaffection and/or exclusion

AIM

All children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. Support and resources are allocated from a holistic viewpoint to improve outcomes for all. We believe that all children should be equally valued and we are committed to inclusion. We will strive to

eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

We strive to provide a broad, rich curriculum with high quality teaching and a caring ethos that will nurture and develop highly motivated, creative and flexible learners. Children will have high aspirations for themselves and others, be responsible and confident. Children will be physically and emotionally healthy and seek to understand and support the needs of others in order to make a positive contribution to their community and society.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEN Code of Practice (2014) suggests that pupils are **only** identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. Our teachers use their own assessments and observations to produce differentiated planning in the first instance. High quality teaching enables teachers to both identify and support children with special educational needs through thorough assessment and differentiation of tasks and support.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. Teacher assessments take place on a termly basis. The school's assessment system includes reference to information provided by:

- Progress measured against the learning objectives for children
- Progress measured against P level descriptors
- In school screening tools.
- Observations of behavioural, social and emotional development
- Assessment by a specialist service, such as our Educational Psychologist or Speech and language therapist.
- An existing statement of SEN or EHCP
- Start of Year 3 Baseline Assessments
- Entry and exit assessments linked to interventions.

Assessments help us to identify what action the school needs to take under the categories of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health or Physical difficulties. Children may show need in more than one area so we look at the child as a whole and ensure that support is in place wherever it is needed.

Our assessments may highlight needs other than those, which are classified as a Special Educational Need. Through our knowledge of the children, we may identify needs in other areas, which will influence progress and attainment for example:

- Disability
- Attendance and punctuality concerns
- Health and welfare concerns

- Having English as an Additional Language
- Being in receipt of pupil premium funding
- Being a Looked After Child (Also known as Child in Care)
- Being a child of a member of the Armed Forces.

Although concerns regarding behaviour do not qualify as an SEN, we recognise that it may be a symptom of an underlying need that we will need to address as a school. At Hove Junior School, we think about children as a whole and consider their needs in all areas including those, which qualify as an SEN.

ROLES AND RESPONSIBILITIES

SEND Governor-Shahena Bashir

Hove Junior's SEND Governor is responsible for:

- Maintaining an overview of SEN provision for staffing and funding
- Reporting on the success of the SEN policy, the targets set and any changes to the policy to all governors
- Ensuring regular monitoring of the implementation of the SEN policy and outcomes of termly reviews
- Ensuring that the SEN policy is an integral part of the school development plan
- Supporting the school in all other aspects of Inclusion
- Termly liaison with SENCOs

Executive Head teacher-Madeleine Southern

Strategic lead for whole school. Works closely with staff and governors to ensure that the schools' policy for Special Educational Needs is up to date and being implemented consistently in school.

Heads of school-Jacquie Duquemin (Portland Rd) Nicole Essex (Holland Rd)

The head of school has overall responsibility for putting into place effective arrangements to ensure that pupils' special and/or additional needs are met.

Inclusion Managers (SENDCOs)-Mandy Stewart (Portland Rd) Charlotte Wallace (Holland Rd and Year 3 Portland Rd)

The Inclusion Managers hold responsibility for developing the strategic view for inclusion. They oversee the school's inclusive provision and promote approaches that raise the quality and achievements of inclusion for all pupils. They co-ordinate the strategic direction, development and provision of inclusive education within

the school, ensuring the objectives of the SEND policy are reflected in the school's improvement plans and that these are coordinated, monitored, evaluated and reviewed.

The Inclusion Managers also take the lead operational role in relation to inclusion and safeguarding and as members of the school leadership team, report to them in this area. The Inclusion Managers also contribute information to the head teacher in relation to the Pupil Premium Funding and Looked After Children Funding.

The Inclusion Managers are responsible for:

- Day to day operation of the schools' SEN policy.
- Liaising with the head teacher and school leadership team on a regular basis.
- Liaising with and advising teachers and teaching assistants.
- Liaising with Special Needs support staff.
- Coordinating provision for pupils with SEND, ensuring that appropriate individual education plans and EHCPs are in place.
- Coordinating training audits for class teachers and support staff and providing access to training needed
- Maintaining and managing the schools' records for all pupils with SEND, including the SEND register, vulnerable pupils register and provision maps.
- Arranging and chairing annual reviews for children with EHCPs.
- Liaising with and advising parents of children with SEND.
- Contributing to the in-service training of staff and identifying external training options.
- Providing information for reports to governors.
- Supporting transfer/transition of pupils from Infant school, into Secondary school and between year groups.
- Liaising with other professionals, including the educational psychologist, school and community based counsellors, health and social care professionals, Early Help Support Team and voluntary agencies.
- Attending Planning and Review Meetings (PARMs).
- Supporting children and their families through the provision of an Early Help Plan where necessary.
- Performance management of SEN support staff.
- Monitoring and data analysis regarding the achievement of SEN pupils.

Learning mentors

- Learning mentors support all children with SEND with special attention to pastoral needs. They work with the Inclusion Managers to create a program of interventions and support for pupils. Please see SEND information report for more details.

Class Teachers

Class teachers are responsible for 'high quality teaching', which will be accessible to all children including those who have additional needs. By high quality teaching, we mean:

- Differentiating to meet the needs of all children in their class
- Targeting individual pupils for particular support
- Small steps teaching for those who need it
- Exploring every opportunity across the curriculum to reinforce basic skills in literacy and numeracy
- Careful monitoring of pupil progress, including academic and PSHE tracking
- Complete training audit and attend training where necessary

The class teacher will be the member of staff who has the most contact with the pupils so they will take responsibility for thorough assessment and identification of any additional needs. The class teacher will liaise closely with parents and seek support from the Inclusion Manager when necessary.

Teaching Assistants

Teaching assistants will work with children in the class as directed by class teachers and aim for full inclusion of all children into the class. This may involve a holistic approach to support in the class or directed specifically to support groups in or out of class. Teaching assistants will ensure that they are aware of any additional needs within the class.

Individual Needs Assistants

Individual needs assistants will work with some children with EHC plans. They will liaise with the class teacher, the Inclusion Manager and outside professionals to ensure the child makes progress towards the objectives and outcomes identified in the EHCP. They will also help the child make academic progress against academic targets set and work with groups to develop and promote EHCP outcomes as directed by the Inclusion Managers.

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Inclusion Managers **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

LINKS WITH OTHER POLICIES

- SEND Information Report
- Behaviour Policy
- Anti-bullying Policy