



Westbury Church of England Junior School

Special Educational Needs and Disability (SEND) Policy

Date: September 2016

Reviewed & Updated: September 2017

Reviewed & Updated: November 2019

Reviewed & Updated: November 2020

Westbury Junior School Special Educational Needs and Disability Inclusion Policy

Westbury Junior School's Special Educational Needs Coordinator (SENCo) is Mrs Yvonne Small.

If you have a SEND issue you are invited to email Yvonne Small: senco@westbury-jun.wilts.sch.uk or make an appointment via the school office.

INTRODUCTION

The whole team at Westbury Junior School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children, families and staff in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of learning activities which are fun, enjoyable and inspiring.

RATIONALE

Westbury Junior School has four year groups with a 2 or 3 form annual entry. In addition, there is a Complex Needs Resource Base (CNRB) facility which is a central part of our school and staffed by a teacher and 6 teaching assistants with a maximum 20 place capacity. The base is the cluster resource for the community and is predominantly funded through the local authority. The CNRB provides targeted intervention for English and maths for identified pupils within school and is able to offer consultancy and outreach when time allows. The school also has a learning support team of assistants which provides small group support and targeted intervention programs.

INCLUSION STATEMENT

We strive to make every effort to achieve maximum inclusion of **all** pupils whilst meeting pupils' individual needs. Our school recognises and respects the rights of all children to a balanced, broadly based curriculum. We are committed to ensuring that every child has access to fully inclusive, quality first teaching and that every teacher is a teacher of SEND. The Governing Body will ensure that appropriate provision is made for all pupils with SEND.

AIMS

The school:

- Aims to provide every possible opportunity to develop the full potential of all children socially, emotionally, spiritually, morally and academically through providing the highest standard of education and care so that each child's confidence and self-esteem grows through experiencing success
- Supports and values the abilities of all members of the school community
- Believes it is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual

- Is committed to inclusion within the school curriculum and participation in all aspects of school-life including extra-curricular clubs, in order that children feel valued and part of the school and the wider community
- Provides an exciting, creative and effective learning environment, recognising and responding to individual learning styles
- Adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils through quality first teaching and appropriately targeted intervention programmes
- Prioritises resources according to a child's need
- Has an above average percentage of SEND and aims to provide early, appropriate and effective provision and support for those pupils with additional needs in order to narrow the gap and reduce barriers to learning
- Strives to develop close partnerships and a shared vision with parents/carers who play an active and valued role in their child's education
- Will work towards inclusion in partnership with other agencies and schools and share a positive working relationship and shared understanding
- Is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes
- Recognises that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils may be helped to overcome their difficulties

AT WESTBURY JUNIOR SCHOOL WE USE THE FOLLOWING SEND DEFINITION:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England (SEND Code of Practice 2014).

At Westbury Junior School we are aware that a number of factors may impact a child's ability to access learning. These may include emotional and mental health difficulties and home circumstances.

Disability: Many children and young people 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.'**

OBJECTIVES

The objectives of our policy are:

- To work within the guidance provided in the SEND Code of Practice 2014
- At point of entry, to monitor children's individual needs through assessment, the Class Teacher Assessment pack, Wiltshire Graduated Response to SEND Support document (WGRSS) and the whole school pupil progress tracking system
- To ensure that children with SEND are provided for according to their identified needs and that they attain good progress from their starting point
- To identify those pupils not making expected progress at the earliest opportunity so that appropriate provision can be made to raise attainment and encourage children to reach their potential
- To ensure SEND pupils are making appropriate progress termly throughout their time at school

- To plan an effective curriculum which meets the needs of children with SEND with access to a range of appropriate provision and strategies to meet individual needs
- To implement a system of monitoring impact through an assess, plan, do, review cycle and ensure that targets/outcomes are Specific, Measurable, Achievable, Realistic and within an appropriate Time frame (SMART)
- To reduce the percentage of SEN pupils where impact of provision has met a child's needs at SEN Support level and the code of practice adjusted alongside the provision map
- To ensure that all staff are aware of the procedures for identifying, supporting and teaching children with SEN. To provide support and advice.
- To continue to embed a whole school approach to SEND - to ensure equal opportunities for all pupils and relate this policy to other relevant school policies e.g. Child Protection, Teaching and Learning, Behaviour etc
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs. (Solution Based Planning meetings; SEN Surgeries & Annual Reviews)

ADMISSION ARRANGEMENTS

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

If a child is transferring into the school with an Education and Health Care Plan / My Plan, or has been receiving extra support from Local Authority (LA) centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer at the LA to ensure that their needs can continue to be met.

ROLES AND RESPONSIBILITIES

GOVERNORS ROLE

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy and the SEN Self Evaluation Form
- They are up-to-date with and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process
- The quality of SEN provision is continually monitored
- The SEND policy is reported on in the school prospectus and children's progress is reported in the school profile

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo who has Qualified Teacher Status. The management of SEND is supported by the administration staff. All teaching staff have a responsibility for children with SEND in their class, firstly to ensure 'Quality First Teaching' with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards children with SEND, whether or not children have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all children by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants (TAs) play a major role in the support of children with SEND. The rationale for the deployment of TAs is child centred.

SENCO ROLE

The current SENCO is Mrs Yvonne Small who is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- The day to day operation of the SEND policy
- Liaising with and advising colleagues and parents of children with SEND
- To be a member of the leadership team
- Presenting at staff meetings, inset days and governors meetings to update training and information
- Working alongside staff to assist them in implementing the assess, plan, do, review cycle to ensure that appropriate provision is in place for every child
- Overseeing and maintaining specific resources for special educational needs
- Monitoring, evaluating and reporting on SEND provision to the Leadership Team (LT) and the governing body
- Liaising with outside agencies e.g. Educational Psychology Service, Speech & Language Therapy, Health Services
- Arranging, contributing to and leading, where appropriate, the continuing professional development needs (CPD) of staff in relevant SEND subjects
- Coordinating the range of support within school available to children with special educational needs
- Developing and maintaining an up to date provision map for children with SEND

CLASS TEACHER ROLE

- The progress and development of all pupils including those with SEND
- Ensuring the planned support is implemented in the classroom
- Regular liaison with parents and the SENCo
- Effective deployment of additional adults
- Identifying on class planning the provision made for pupils with SEND
- Supporting the SENCO in the writing and reviewing of targets for children with SEND

TEACHING ASSISTANT ROLE

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENCO

ARRANGEMENTS FOR COORDINATING PROVISION FOR CHILDREN WITH SEN

The needs of the majority of children will be met through quality first teaching in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class.

For some children it will be necessary to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to their identified needs. This may be delivered by the teacher, teaching assistant, SENCo or outside agencies and is designed to complement classroom work so that the skills, knowledge and understanding are transferable across contexts.

This will be part of the school's coordinated arrangements which appear in a Provision Map. A Provision Map details the various programmes and arrangements that we provide to meet identified

needs. The SENCo, Leadership Team and Governor/s will oversee this provision to ensure it meets the objectives of this policy.

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C&I)
- Cognition and Learning(C&L)
- Behaviour, Emotional and Social Difficulties (BESD)
- Sensory and/or Physical. (S/P)

Needs of the whole child which may impact on a child's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)
- Being a child of a military service man/woman

The SENCO works closely within the leadership team, using whole school tracking data as an early identification indicator.

A number of additional indicators of special educational needs are also used:

- the analysis of data, including entry profiles at KS2, optional SATs, reading ages, termly and annual teacher assessments and pupil progress meetings
- The use of our local authority SEN criteria
- The following up of teacher concerns
- The following up of parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services
- The perceptions and views of the child.

The SENCO maintains a list of pupils identified through the procedures listed. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

A GRADUATED RESPONSE

SEN SUPPORT

How the school decides whether to make special educational provision:

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

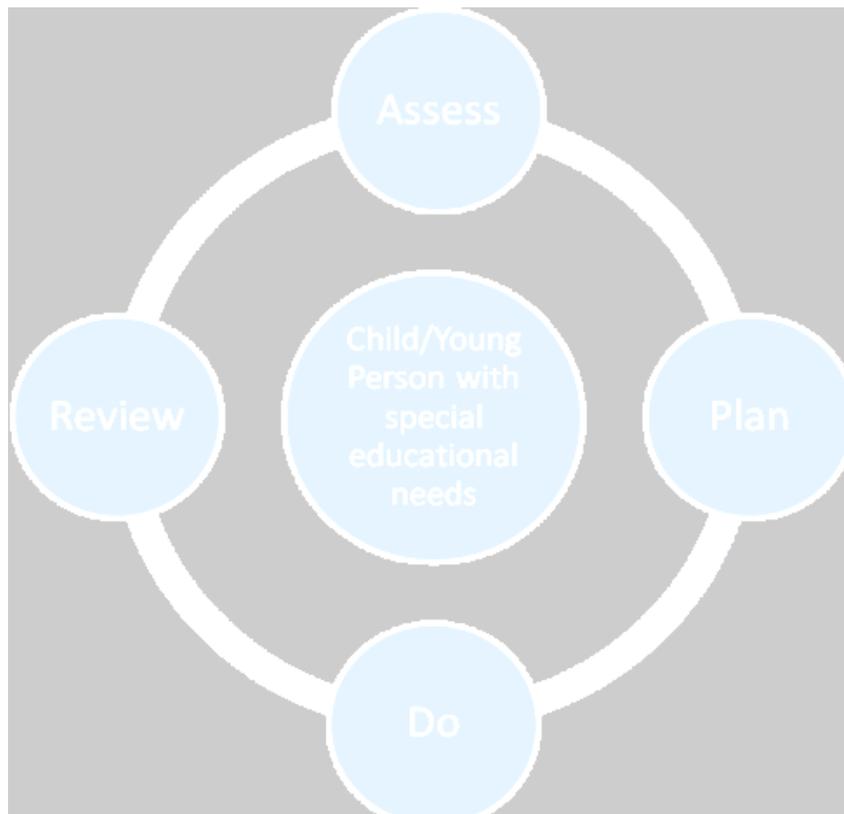
In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be planned and implemented and the pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice and support from outside agencies through SEN Surgeries and/or referral. These agencies include:

- Educational Psychology Service (EPS)
- Specialist Special Educational Needs Service (SSENS)
- Speech and Language Therapy Service (SALT)
- Behaviour Support Service (BSS)
- Communication and Interaction Specialist
- Educational Welfare Officer (EWO)
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)
- Charities and Voluntary Services Eg. Spurgeons

If the support needed can be provided by adapting the school's core offer then a child may not be considered SEN or placed on the SEND register. If, however, the support required is **different from** or **additional to** what is ordinarily offered by the school, the child will be placed on the SEND register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child at the centre of the process.



The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

CRITERIA FOR REMOVING A CHILD FROM THE SEND REGISTER

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

SEN TARGETS AND ONE PAGE PROFILES

All children on our SEND register will have individual SEN targets/outcomes setting out any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform the SEN target. Curriculum targets are recorded in exercise books, home-link books, target cards etc.

Strategies for children's progress will be recorded in individual SEN targets containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

One page profiles are created for all children that are in receipt of SEN Support or who have an EHCP. A One Page Profile captures all the important information about a person on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me and how best to support me. They provide an 'at-a-glance' way of knowing what really matters to/for a child and are very a useful tool to ensure that children's needs are met consistently and thoroughly.

MY SUPPORT PLANS

A My Support Plan is a way of supporting children who are in the SEN Support category and do not meet the criteria for an Education and Health Care Plan (EHCP). They are developed by the SENCo, the child's teacher, the parents, the child and any other outside agencies that may be involved. It is a document that is child centred and outcome focused concentrating on individual needs and prioritising the things that are important to, and important for, an individual

REQUEST FOR AN EDUCATION AND HEALTH CARE PLAN

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. The school will request an assessment of education, health and care needs from the LA when, despite an individualised programme of sustained intervention within SEN Support the child remains a significant cause for concern. Part of the assessment process is the child being assigned a SEND Lead Worker who is responsible for coordinating and developing the EHCP should the application be successful. Assessment for an EHCP might also be requested by a parent or outside agency.

In Wiltshire an EHCP is called a My Plan to reflect its person centred nature.

Where a child has an EHCP, we will carry out an annual review which parents/carers, child, outside agencies, SENCO and other staff, as appropriate, will be invited to attend.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips/residential.

Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

The school secretary is responsible for the administration of medicines and health care plans/protocols.

MONITORING AND ASSESSMENT

(including criteria for evaluating policy success):

The head teacher and the LT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEND register is measured through:

- Initial assessment upon entry at Year 3
- Analysis of pupil tracking data and assessment results at pupil progress meetings
- Progress against national data and based on their age and starting points.
- Interventions, entry and exit data
- Progress against individual targets
- Children's work and pupil voice interviews

The SENCo maps and calculates the cost of SEND provision across the school. Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year the needs of the cohort are reviewed and if necessary changes made to provision.

The curriculum is deemed effective through analysis of lesson observations and work scrutiny by subject leaders, the head teacher and the LT. The SENCo monitors that a differentiated approach to learning is taken. Evidence of successful SMART target setting will show 100% of SEN targets monitored and updated by relevant and staff.

Involvement of parents /carers and relevant outside agencies is promoted in the assess, plan, do, review cycle through discussion, receiving and having views recorded in planning meetings and annual reviews

Wherever possible, pupil voice contributions will be sought to aid the monitoring process.

Evidence that all staff are aware of the procedures for identifying children's needs, supporting and teaching them will be monitored through regular staff meeting SEN slots, Inset training, WGRSS forms and class assessments being completed alongside a record of staff training.

Evidence that the school is working in close partnership with outside agencies to meet the needs and provide for children who have special educational needs through SEN surgeries, solution based planning meetings etc.

External evaluation or inspection, such as Ofsted, monitor the effectiveness of the school as a whole.

COMPLAINTS PROCEDURE

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Westbury Junior School to speak to us as soon as possible. In the first instance, please speak to the class teacher. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. The SENCO is likely to be consulted at each stage.

Should the matter remain unresolved the parents/carers should contact the governing body. Finally the complaint should be taken to the Local Authority and/or Secretary of State should no satisfactory resolution be reached.

CONTINUED PROFESSIONAL DEVELOPMENT (CPD)

Through the monitoring and evaluating of our provision, the SENCO, with the Headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEND provision.

PARTNERSHIP WITH PARENTS, CARERS AND CHILDREN

Parents/ Carers are important partners in promoting effective working relationships with the school. A large body of evidence suggests that positive home/school partnerships lead to much better outcomes for children and in particular those with SEND. The school strives to ensure all stakeholders are fully involved in the assessment, planning, implementation and review process. The contribution of parents/carers to children's education is highly valued by the staff of the school and crucial to achieving the best possible outcomes.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Children, who know that their opinions will be valued and who can practice making choices, will develop self-confidence and reliance through effective ownership of their provision and subsequent outcomes.

At Westbury Junior School, children are encouraged to take an active role in their learning. There are opportunities to have a voice through their class and school councils, to take ownership of their learning targets by evaluating them and discussing how they can improve. For children with SEND, this includes collaborating with staff to plan strategies for success.

LINKS WITH OTHER SCHOOLS/AGENCIES

Key Stage 1- 2:

Westbury Junior School and Westbury Infant School have developed and maintained positive links to ensure a smooth transition from key stage 1 to key stage 2. Class teachers from Yr 2 and 3 work closely together to arrange a comprehensive induction package involving many events throughout the summer term. Where necessary, the school liaises with other agencies to share information and plan for successful transition across key stages. Extra transition arrangements are put in place when appropriate; these can include more visits to the new school or support staff working with a pupil in their Year 2 class. The SENCOs and CNRB managers from both schools meet in the Spring term to discuss the needs of the Year 2 children and the files are passed up at the beginning of term 6 so that provision arrangements are ready for the start of the new academic year. The SENCO is also invited to attend the year 1 transfer reviews.

Children with SEND who transfer from other schools are supported through the induction process by the class teacher, the SENCO and by classroom buddies to ensure a smooth transition. They are invited to take part in the transition programme discussed above wherever possible and successful induction is achieved through communication with the previous school, passing on of relevant documentation and collaboration with parents/carers.

Key Stage 2-3:

Close liaison with the local secondary school ensures smooth transition with a comprehensive induction program planned and implemented for children transitioning from year 6 to year 7. All pupils are invited to visit during Year 6 and participate in specially designed events and attend performances by KS3 pupils. For pupils with SEND, a meeting is held in term 3 with the SENCO and KS3 director. A six-week nurture transition group is implemented in term 6 for identified SEND pupils. Secondary school staff and Yr 7 pupils also visit us to develop relationships with year 6 children. Further meetings between SENCOs are arranged as appropriate.

The SENCO attends cluster network meetings along with the SEND TA. Information is then shared with whole school staff.

The CNRB links with both Rowdeford and Larkrise school to ensure smooth transition of pupils not attending mainstream secondary school.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (July 2014) and has been written with reference to the SEND Information Report.

POLICY REVIEW

The SEND policy is reviewed annually by the governing body.
Date of next review: September 2020.

Agreed at the governing body meeting.

Date

Signed (Chair of Governors)