

# Nether Green Junior School

## SEND Policy



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<b>Approved by:</b>	Steve Middleton	<b>Role:</b> Chair of Governors & SEND Link Governor
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<b>Signed:</b>	Steve Middleton	<b>Date:</b>
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<b>Last reviewed on:</b>	March 2024
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<b>Next review due by:</b>	March 2025
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# **NETHER GREEN JUNIOR SCHOOL** **SPECIAL EDUCATIONAL NEEDS POLICY**

## **Introduction**

Nether Green Junior School's named Special Educational Needs & Disabilities Coordinator (SENDCO) is Ms C Musgrove, who can be contacted via the school office. The named Governor responsible for Special Educational Needs (SEN) is Steve Middleton. They ensure that our Special Educational Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

## **Philosophy**

Every pupil at Nether Green Junior School has a statutory entitlement to a broad and balanced curriculum, relevant to their individual needs. Our school welcomes all pupils regardless of additional or special needs. We recognise that many pupils may have special needs at different times, and therefore a wide variety of strategies will be used to meet these needs as they arise through a process of Assess – Plan – Do – Review.

## **Rationale**

- This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014), and has been written with reference to the Equality Act 2010: Advice for schools DfE Feb 2013.
- A child identified as having Special Educational Needs will have access to additional support to meet their needs within the school's resources.
- They will have access to a broad, balanced and relevant curriculum, including the National Curriculum.
- The child's views, wishes and feelings will be considered and valued.
- Parents have a vital role to play in supporting their child's education partnership.
- All teachers are teachers of SEN and the teaching of children with Special Educational Needs is a whole school responsibility and includes all staff.
- The school will recognise and record pupils' strengths and successes to encourage a positive self image.
- Records of Special Educational Needs will adhere to the Data Protection Act.

## **What are Special Educational Needs?**

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. **Code of Practice 2014**

The Code of Practice (2014) identifies four broad areas of need:

Communication and Interaction.

This includes Speech, Language and Communication Needs, and Autism Spectrum needs.

Cognition and Learning.

This includes Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia, Dyscalculia and also more global learning disabilities.

Social, Mental and Emotional Health.

This includes a range of mental health and emotional regulatory needs: including ADD (Attention Deficit Disorder,) ADHD (Attention Deficit Hyperactive Disorder) and Attachment needs.

Sensory and/or Physical needs.

This includes Visual Impairment, Hearing impairment, Multi-Sensory Impairment and Physical and/or Medical Difficulty.

Behavioural difficulties do not necessarily mean that a child has SEN: it is recognised as a surface feature that can indicate additional needs.

Through the Assess – Plan – Do – Review process, provision is tailored and some children can find they no longer need SEN support in their education journey. For other children, their needs and disabilities may last into adulthood.

**Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The Governing body, the Head Teacher, the SENDCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- The first step in responding to pupils who have or may have special educational needs is high quality teaching, differentiated as appropriate with reasonable adjustments for pupils.
- The quality of teaching for all pupils is regularly reviewed through scrutiny of planning and work, pupil progress meetings, data analysis, pupil voice and informal and formal lesson observations by the SENDCo and members of the Senior Leadership team.

The Code of Practice describes a cycle of **ASSESS – PLAN – DO – REVIEW**.

- Children are assessed on entry to the school, and records are also passed up from the child's previous school.
- Regular and ongoing assessment takes place to ensure we identify children with special educational needs. The assessment of special educational needs is constructive in practice, with feedback to appropriate people.
- If a pupil is not making adequate progress, and requires help over and above that which is normally available within a class, the decision may be made in close consultation with parents, teachers and the SENDCo, to place the pupil on the SEN register.
- Progress of all pupils is monitored at regular Pupil Progress meetings, attended by the class teacher, the Deputy Head and the SENDCo.
- Following these meetings, the SENDCO and Deputy Head will update the Provision Map for each year group which details additional intervention and support given to specific pupils.
- Parents may also express a concern about their child. The SENDCo may carry out further assessments, such as tests of Reading Accuracy or Comprehension, Phonics, Maths, Language or Motor Skills for example. Our aim is to identify more precisely each child's needs so that we can employ strategies to bring about change.
- A key tool for the assessment of pupil's needs and provision is the Sheffield Support Grid. The Grid categorises need according to the Code of Practice and has 5 levels of need and provision within these categories. Most pupils with SEN in mainstream at Nether Green Juniors sit at levels 2 or 3, and those with more complex needs such as pupils in the Integrated Resource sit at levels 4 or 5. The Sheffield Support Grid offers teaching and learning strategies to meet identified needs, and also gives a common language for describing needs that is used by services and education providers across the city.

### **Managing Pupils Needs on the SEN Register**

If the decision is made to place a pupil on the SEN register, the provision made is known as **SEN Support**.

- The SENDCo will meet with the class teacher, parent and support staff where relevant to discuss support at a **Review Meeting**. Active participation of parents to support their child is highly encouraged.
- After this meeting, parents will be given notes from the meeting, with a copy of the **SEN Support Record** detailing the agreed provision to be made.
- The SENDCo is responsible for recording the notes of the discussion and drawing up the new SEN Support Record.

- The SENDCo will make sure that parents and teachers, plus any relevant staff in school, are given a copy, and will also keep a copy securely.
- This cycle will take place termly.
- If pupils are not making sufficient progress with high quality teaching and additional provision, we may seek advice from specialist agencies. These may include the Educational Psychologist, FIS Family Intervention Service, formally MAST) Speech and Language Therapists or the Autism Team. Recommendations from these teams are used to inform support and provision for a pupil.
- The SENDCo is responsible for planning how to use this support from additional agencies to best meet the needs of the pupils in school.
- The school has a flexible approach to special educational needs: if children make very good progress they may cease to need an SEN Support Record. The Sheffield Support Grid is used to guide this assessment. After consultation with their parents, children will be removed from the Register.
- At present, support for all children with Special Educational Needs in mainstream is given from the school's own SEN budget.
- If a child is not making progress despite a high level of additional support and reaches a level 3 on the Sheffield Support Grid, the decision may be made to write an "Extended Support Plan", which is a tool for capturing the needs and provision for those pupils with a higher level of need.

### **Partnership with Parents and Pupils**

- Children with special educational needs have a unique knowledge of their own needs, and views about what sort of help they would like.
- They will be encouraged and welcomed to contribute to the assessment of their needs and to be involved in setting targets.
- We recognise that parents hold key information about their child, and have knowledge and experience to contribute.
- Parents are valuable partners in the Plan – Do – Assess – Review Process: communication between school and families is opened up through: at least termly SEN review meetings; letters; transition meetings; annual reviews; access to the SENDCo and teachers through a school e mail address; phone calls and video calls; open evenings; a section of the school website is dedicated to SEND.
- The school's **SEN Information Report** (a statutory requirement under the SEND Code) can be found on the school website.
- The school has also contributed to the Local Authority **Local Offer**, a website which sets out key information about SEND in the local Sheffield area. A link to this can be found on the school website.

### **Low Incidence SEN and Education Health and Care Plans.**

- Across Sheffield, a small number of children have very complex learning difficulties, e.g. Downs Syndrome, severe language delay or learning difficulties, severe physical difficulties.
- In these cases, the Graduated Approach is followed, under the SEND Code of Practice (2014) to determine when it would be appropriate for these pupils will instead have an Education, Health and Care Plan (EHCP).
- The EHCP is reviewed each year at an annual review meeting.

### **Integrated Resource**

There is an Integrated Resource Unit within the school, which is LEA provision for pupils with significant learning difficulties and complex needs, with EHCPs. It caters for children of Junior school age from a wide area of Sheffield. Pupils in the resource are integrated into a mainstream class, usually with support, for suitable lessons each week, but are taught other lessons within the resource.

### **Resources**

A wide variety of resources are available to support pupils with SEN. These include, but are not exclusive to, high interest/low reading age reading books; special pencil grips and pens; adult led programmes and interventions; ICT programmes such as Lexia and Clicker8; access to alternative forms of recording such as laptops and talking tins; coloured overlays; wordmats; phonics games; materials to support pupils with emotional and behavioural needs.

Training opportunities will be used to ensure staff have the skills necessary to meet the children's needs. Training will also raise awareness and provide examples of suitable curricular materials.

Resources are also used in line with recommendation from external agencies e.g. Occupational Therapists/ Speech and Language Therapists.

### **Monitoring**

The quality of teaching for all pupils is regularly reviewed through scrutiny of planning and work, pupil progress meetings, data analysis, pupil voice and informal and formal lesson observations by the SENDCo and members of the Senior Leadership team.

The SENDCo will observe and support Teachers and Teaching Assistants and also monitor interventions. The SEN Support Record review process monitors additional provision made for pupils with SEN, as do Pupil Progress meetings.

### **Equal Opportunities**

In accordance with the Disability Discrimination Act we aim to increase access for pupils with a disability in all areas of school life, by making reasonable adjustments to the physical environment of the school, by making available appropriate physical aids, and

by improving delivery of the curriculum, using assistive technology for example where reasonable and appropriate.

We will continue to address any reasonable physical access issues for pupils, parents, staff and the wider community. We aim to identify on an ongoing basis any underachieving groups and to address any issues of underachievement.

### **The Role of the SENDCo**

The SENDCo has responsibility for:

- day to day operation of the School's Special Educational Needs Policy
- coordinating provision for children with Special Educational Needs, including co-writing the Provision Map for each year group and monitoring interventions
- assessing children with Special Educational Needs
- liaising with and advising fellow colleagues
- managing Teaching Assistants
- overseeing records of all children with Special Educational Needs, both centrally stored and class based
- liaising with parents of children with Special Educational Needs
- liaising with external agencies
- coordinating and developing school based strategies for the identification and review of children with SEN
- contributing to the in-service training of staff
- liaising with transfer schools to ensure effective transition arrangements for pupils with Special Educational Needs
- arranging and attending Special Educational Needs reviews
- working within our S10LP partnership of SENDCos to support Locality working (see below)
- overseeing the Special Educational Needs budget, and maintaining resources
- planning for development and improvements
- keeping abreast of recent developments and disseminating knowledge to staff
- reporting on Special Educational Needs issues to the Headteacher and Governors
- updating the website
- working with Y6 team to apply for additional time during SATs for pupils with SEN, supporting to coordinate support for these pupils during SATs week.
- Working with SLT to implement and review Trauma Informed Schools Practice in school

### **The Role of the Headteacher**

The Headteacher, in consultation with the SENDCo, will ensure that the school's policy is in line with both National and LEA policy.

### **Locality Working**

Sheffield Local Authority is divided into 7 localities. Each locality is aiming to work collaboratively in order to improve the quality of provision for children and young people with special educational needs, to ensure that the most vulnerable children and young people within our settings have access to the appropriate resources.

Nether Green Junior School is in Locality F, which has been further sub-divided into 4 groups. Our sub-group of 7 schools, called **S10LP** (Sheffield 10 Learning Partnership) is composed of Nether Green Junior, Nether Green Infant, Lydgate Junior, Lydgate Infant, Westways Primary, Hallam Primary and St. Marie's Primary.

The aim is for schools to work together to share best practice and offer each other guidance and support in order to meet the needs of children and young people with complex special educational needs and disabilities.

### **The Sheffield Support Grid**

The **Sheffield Support Grid** was introduced for pupils with Special Educational Needs to guide provision and assessment of children's need. This is a 5 point grid, with 5 levels of need (low to high) for each of the categories of SEN. The grid offers teaching and learning strategies which might be expected, and suggests services to go to for advice and support. The key purpose of the Sheffield Support Grid is to promote good inclusive practice across all schools in Sheffield and ensure improving outcomes for all children and young people. Through moderation, it provides greater consistency across Sheffield. It will also inform decisions about resourcing and meeting needs.

### **Conclusion**

This policy is an integral part of the School's development plan, playing an important part in the educational development of individual pupils, and being a key part of the ethos of the school. It should be read in conjunction with other school policies, especially curriculum policies.

Jan Houfe June 2017

Rachel Longbottom December 2019

Rachel Longbottom February 2022

Rachel Longbottom May 2023

Charlotte Musgrove March 2024