



SEND Policy

(Special Educational Needs and Disability)

Approved by Governors Sept 2024

To be reviewed at least annually

Review date July 2025

Governors print _____

Governors signed _____

Date _____

Universal Offer

We aim to ensure that every child leaves Joseph Turner Primary School excited about their future, determined to succeed. We want to equip them with a passion for learning, confidence, and resilience. These qualities will enable them to thrive and realise their true potential. We as a school community have a commitment to promoting equality.

Definition of SEND

A new SEN Code of Practice came into force on 1st September 2014 based on new legislation (The Children and Families Act 2014). The aim is to reform provision and support for pupils with Special Educational Needs and/or disabilities.

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 them.

A child (of compulsory school age) has a learning difficulty or disability if they:

- *have a significantly greater difficulty in learning than the majority of others of the same age*
- *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*

A child under compulsory school age has SEN if they fall within the definitions above or would do so if SEN provision was not made for them (SEN Code of Practice, 2014).

A significant change following the reforms is that Statements of Special Educational Needs following a Statutory Assessment undertaken by the Local Authority, are now being replaced by 'Education, Health and Care Plans (EHCPs).

Statement of Intent

Joseph Turner Primary School aims to provide every child with the best education possible.

The new SEN Code of Practice now refers to four categories of need: -

- 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 or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or 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.

It is important to note that behavioural difficulties, slow progress or low attainment, persistent disruptive or withdrawn behaviours, or children with EAL do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Disability

Joseph Turner Primary has full provision for pupils who are disabled.

Disability under the Equality Act 2010 is defined as '...a physical or mental impairment which has a long-term ('a year or more') and substantial ('more than minor or trivial') adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Policy Aims and Procedures

We aim:

- To identify the needs of pupils with SEN as early as possible.
- To monitor the progress of all pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To work in partnership with parents and outside agencies to enable 'best practice'. To create a safe school environment where pupils can contribute to their own learning.

Identification, Assessment and Review

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The teacher identifies their concerns about a child using CPOMS. The SENCo identifies a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans an annual review meeting has to be held in addition to this. A school provision map is used to record additional provision for pupils on the SEND register.

A Graduated Approach to SEN Support

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, learning walks, pupil conversations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed

approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

The Graduated Approach Four-Part Cycle

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessments and experiences of the pupil, their previous progress and attainment, the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. The school may involve specialists from the Local Authority at any point to advise on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school engages with specialist support, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. Where professionals are not already working with school staff the SENCO will contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The pupil will have a specific action plan and staff will use this provision map software to write this. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. This then feeds back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care Plan (EHCP), the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

The Annual Review will:

- assess the progress of the pupil in relation to targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing Statement/EHCP
- set new targets for the following year

Managing pupils needs on SEND register

All children on the SEND Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child.

There are three levels of support for pupils with SEND:

Universal (Wave 1) level funding is provided on a per-learner basis for all those attending the educating institution. Good quality universal provision will reduce the need for deployment of more expensive resources. At Joseph Turner Primary we often refer to this as quality first teaching.

Targeted (Wave 2) level mainstream providers are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget.

Specialist or Personalised (Wave 3) level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please refer to the school's Policy for Pupils with Medical Needs for further information.

Training and resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake appropriate and relevant training and development to ensure they are able to meet the needs of pupils with SEND. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

Transition

At Joseph Turner Primary School, we recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

When a child joins Joseph Turner Primary from another school, a member of the SLT meets with them to complete the admission paperwork and will refer any relevant information to the SENCO who will contact the previous school to gather information regarding the child's SEND needs if appropriate. A passport/book may be used to support some children in understand moving on and children will be invited to the school for a taster session if appropriate.

When a child moves from Joseph Turner Primary School to another school the SENCO will contact the school to ensure they are advised on any special arrangements or support that may be required. Where possible, a planning meeting will take place with the SENCO from the new school. All records regarding a child with SEND will be passed on promptly. A passport/book may be used to support

some children in understand moving on and children may be invited to their new school for a taster session if appropriate.

At Joseph Turner Primary, when a child moves into a new class, information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Action plans will be shared with the new teacher. Parents will be invited to meet their child's new class teacher during a 'meet and greet' session at the start of the academic year.

When pupils leave primary school, the SENCo will discuss the specific needs of every child on the SEND register with SENCo of the child's secondary school. In Year 5 Children with EHCP will begin transition discussions to identify schools they would like to go to. In most cases, a transition review meeting, will take place with the SENCo from the new school. Where possible, children in Year 6 will visit their new school on several occasions with a member of support if appropriate, and in some cases staff from the new school will visit Joseph Turner Primary whilst children are in Year 6. A passport/book may be used to support some children in understand moving on.

Role of the Governing Body

The SEND Governor at Joseph Turner Primary School is Sarah Williams.

The SEND Governor works closely alongside the Special Educational Needs Co-ordinator (SENCo). Their role is to monitor progress and provision for pupils with SEND and to monitor the budget for SEN.

Role of the Headteacher

The Headteacher is the person responsible for overseeing the provision for pupils with SEND. They will keep the Governing Body fully informed and will work closely with the SENCo and Senior Leadership Team (SLT) to co-ordinate effective provision.

Role of the Special Needs Co-ordinator (SENCO)

The SENCO will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- organise and manage the team of Learning Support staff;
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;
- report to the Governing Body on the success and development of special educational needs

Partnerships

We believe that a close partnership with parents will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child. Pupils with special educational needs will benefit from the school's close working relationship with the numerous external support agencies, which offer advice and support. We also encourage parents to contact the free and impartial service Sandwell SEND IASS for advice:

Sandwell SEND Information, Advice and Support Service
Cape Hill and Bearwood Children's Centre
Corbett Street
Smethwick
West Midlands
B66 3PX
0121 555 1821

Outside Agencies

We have access to a wide range of outside agencies:

- Sandwell Inclusion Support (Educational Psychology, SEN Advisory Teachers for Behaviour, Learning and Specific Learning Difficulties, Sensory Support, Early Years, Complex Communication and Autism)
- Children's Therapies: Speech and Language Therapy, Physiotherapy, Occupational Therapy)
- CAMHS (Child and Adolescent Mental Health Service)
- School Health Nurse
- Children's Services
- Orchard Outreach
- Point of Access (Self Esteem, Counselling etc)

It is the job of the SENCo to maintain a professional dialogue with outside agency representatives. Joseph Turner Primary School welcomes advice and support from agency professionals.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.