



The Grove Junior School

Special Educational Needs and Disability Policy

Date approved by the Governing Body: March 2018

Date for review: March 2019

Headteacher: Maggie Clifford

Chair of Governors: Katherine Richardson

Held by: School Improvement Committee.

1 Introduction

1.1 This school provides a broad and balanced curriculum for all pupils. The Grove Junior School is an inclusive learning community that values the abilities and achievements of all of its pupils. It is committed to providing each pupil with the best possible environment for learning.

1.2 We acknowledge that many pupils will have special educational needs at some time during their school life and every pupil will be helped to overcome their difficulties and any barriers to learning. This is reflected in our school ethos of: *Aspiration, Inclusion, Creativity*.

2 Aims and Objectives

2.1 The Grove Junior School has a graduated approach to SEND and aims to provide all pupils with strategies for dealing effectively with their needs in a supportive environment.

We aim to:

- Ensure that all pupils, whatever their special educational need or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that enables progression in learning.;
- Ensure high aspirations for all pupils;
- Deliver high quality teaching and differentiation;
- Enable each pupil to achieve the maximum success possible;
- Ensure that the special educational needs of pupils are identified, assessed and effectively provided for;
- Ensure that pupils with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision;
- Identify, assess, record and regularly review relevant pupils' progress and needs;
- Involve parents/carers in planning and supporting all stages of their child's development;
- Provide pupils with strategies/support for dealing with their needs effectively and give them full access to the curriculum.

The 2014 SEND Code of Practice

The Code of Practice offers guidance designed to help schools to make provision for pupils with special educational needs and/or disabilities.

This policy sets out the model and provision which we will provide, in line with the new SEND Code of Practice 2014 which can be found at the website below:

www.hertsdirect.org/sendpractice

3 Special Educational Needs and Disabilities

3.1 A pupil has special educational needs if she or he has learning difficulties that require special educational provision to be made. A pupil has a learning difficulty if she or he:

- Has a significantly greater difficulty in learning than the majority of children of the same age;

A pupil has a disability if she/he:

- Has a physical or mental impairment that has a substantial and longterm adverse effect on their ability to carry out routine day to day activities;

3.2 Pupils must not be regarded as having a learning difficulty or special educational need solely because they speak English as an additional language (EAL).

3.3 In our school the Inclusion Coordinator (INCO):

- Manages the day to day operation of the policy;
- Coordinates the provision for and manages the responses to the pupil's needs; this is the *Assess, Plan, Do, Review* cycle;
- Supports and advises colleagues;
- Leads and facilitates ongoing training and professional development for all Teaching Assistants and teaching staff;
- Contributes to and manages the records of all pupils with special educational needs;
- Manages the school based assessment and completes the documentation required by outside agencies and the Local Authority;
- Acts as the link with parents and carers of pupils with SEND;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made;
- Acts as the link with outside agencies involved in supporting children with SEND;
- Monitors and evaluates the SEN provision and reports to the governing body through the SEND Link Governor ;
- Manages a range of resources, human and material, linked to children with SEND.

For full details of our provisions please see our **SEND Information Report** (Local Offer) on our website.

Identification of Barriers to learning

The SEND Code of Practice 2014 describes the possible barriers to learning under four broad areas:

1. **Communication and Interaction** including speech and language difficulties and autistic spectrum disorders
2. **Cognition and learning** including specific learning difficulties
3. **Emotional, social or mental health** including ADHD, self-harm
4. **Sensory, medical or physical** including hearing, visual or physical needs

4 Educational Inclusion

4.1 Through appropriate curricular provision, we respect the fact that pupils:

- Have different educational, social and emotional needs;
- Require different strategies for learning;

- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

4.2 Teachers respond to pupils' needs by:

- Providing support for pupils who need help with communication, language and learning;
- Planning to develop pupils' understanding through the use of all senses and experiences;
- Planning for pupils' full participation in learning, and in physical and practical activities;
- Helping pupils to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, and to take part in learning.

5 Allocation of Resources

5.1 The INCO is responsible for the operational management of the resourcing for special needs provision within the school, including the provision for children with Education and Health Care Plans (formerly called statements).

5.2 The Head Teacher informs the governing body of how the funding allocated to support SEND has been used.

5.3 The Head Teacher and INCO work together to agree how to use funds directly related to Education and Health Care Plans (EHCPs) or Exceptional Needs Funding. Resource needs are prioritised and planned for by the INCO.

6 Assessment

6.1 Early identification is vital. The class teacher discusses any concerns with the parents/carers at the earliest opportunity and a way forward is agreed. This is a partnership process. Many pupils transfer to the school already identified as having special educational needs.

6.2 The class teacher and INCO assess and monitor the pupil's progress in line with existing school practices. This follows the Assess, Plan, Do, Review cycle.

6.3 The INCO works closely with teachers to plan an appropriate programme of support/and or intervention.

6.4 The school follows the model of the New Code of Practice 2014:

Special Educational Needs Support (SEN Support) – the INCO takes the lead in gathering information and coordinating the provision within school. This is met fully by school staff, sometimes with the advice and support of external agencies – advisory teachers, speech and language therapists, paediatricians etc.

Education and Health Care Plan – the Local Authority considers the need for a statutory assessment of needs, and may order a multi-disciplinary assessment. This may result in the Local Authority issuing a formal Education and Health Care Plan (EHCP).

EHCPs are replacing the 'statements of special educational need' .

7 Access to the Curriculum

7.1 All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

7.2 Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear objectives, work is differentiated appropriately, and assessment is used to inform the next stage of learning.

7.3 Individual education plans (IEPs), which employ a small steps approach, feature significantly in the provision that we make in the school. By breaking down learning steps into clear targets, we ensure that pupils' needs are effectively met and that they experience success. All pupils identified as having special educational needs, have identified provision.

7.4 We support pupils in a manner which acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we maintain the pupil's engagement within the main classroom and learning. There are times when, to maximise learning, we withdraw pupils and support them outside of the classroom.

7.5 Every effort will be made to ensure that all pupils have full access to the curriculum and are fully included in all aspects of school life, including extra- curricular activities.

8 Partnership with Parents and Carers

8.1 Our aim is to work as closely with parents/carers as possible throughout the whole schooling process. At all stages we keep parents and carers fully informed and involved. We take account of the wishes, feelings and knowledge of families and encourage them to play a fully active part in their child's education.

8.2 We have regular (at least termly) meetings with parents to share progress and discuss any concerns. Our IEPs provide clear information about the provision and support for any child who has special educational needs.

8.3 Transition to other schools is planned carefully, and a thorough transition planning meeting takes place. This is individual, and includes the family, for children with complex needs.

9 Partnerships Beyond School

9.1 We work closely, in partnership with all other professionals involved with a particular child.

9.2 The INCO works in close partnership with the Special Needs Coordinators of our local schools, in order to share good practice.

9.3 Detailed and thorough planning takes place to ensure a smooth and successful transition to secondary school, for all pupils with SEND.

Please see our **SEND Information Report** (Local Offer) on our website for full details of the range of professionals we work alongside.

10 Monitoring and Evaluation

10.1 The INCO coordinates the provision and movement of pupils within the SEN systems in school.

10.2 The INCO provides staff and governors with information about the impact of the policy on the practice in school. The Head Teacher and INCO work closely regarding all matters relating to SEN and disability. The Link Governor meets with the INCO at least termly to discuss new developments in the school.

10.3 The INCO is fully involved in supporting teachers to review and set up individual education plans.

10.4 The INCO is fully involved in evaluating the progress of pupils with SEND across the whole school. The Provision Map shows the additional or different provision which is in place for relevant pupils, as well as Quality First Teaching, across the whole school. This Provision Map is adjusted at least half-termly to ensure it meets the aims and objectives set out in Part 2 of this policy.

10.5 The Head Teacher and governing body monitor the progress of all pupils, including pupils with SEND, to ensure teachers have high expectations for progress and to review the impact of interventions and support programmes. This is done by analysing attainment and progress data, and through the link governor's liaison with the INCO.

For further details of SEND provision at The Grove Junior School please refer to our **SEND Information Report** (Local Offer) on our website.

The Inclusion Coordinator is **Claire Taylor**.

The Link Governor for Special Educational Needs and Disability is **Julia Turnpenny**