

**POLICY FOR SUPPORTING PUPILS WITH
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**

Special Educational Needs Coordinators (SENCOs) for 2015/16:

Miss L Sheldon (SLT – undertaking National SENCO Award) – Y3

Mrs M French (Assistant Head – completed National SENCO Award) – Y4 and Y5

Mrs L H Partridge (Head) – Y6

Other Roles/ Responsibilities:

Learning Support Manager – Mrs C Grocott

Named Governors for SEND – Mrs F Cook/ Mrs E Kemp

Designated Lead for Safeguarding/ Child Protection – Mrs L H Partridge (Head)

Deputy Designated Lead for Safeguarding/ Child Protection – Mrs A E Mallon (SBM)

Management of Pupil Premium – Mrs M French (Assistant Head)

Designated Lead for Looked-After Children – Mrs L H Partridge (Head)

All those above with responsibility for SEND can be contacted via the school office.

Teaching Assistants supporting pupils with SEND do so under the direct guidance of the class teacher. They are accountable in the first instance to the class teacher, and then to the relevant SENCO. SENCOs report directly to the Headteacher.

Kensington Junior School is an inclusive community, and we are proud of our tradition of providing all pupils, whatever their needs and abilities, with a rich and broad curriculum. We seek to remove barriers to learning, and make all reasonable adjustments to ensure the widest possible access to our creative curriculum.

This policy guides our practice in identifying and providing for SEND pupils and their families throughout Key stage 2. It complies with the statutory requirements of the 2014 SEND Code of Practice, and has direct links with the following school policies/documents:

- KJS Safeguarding and Child Protection Policy 2015
- KJS Teaching and Learning Policy
- KJS Equality and Diversity Policy
- KJS Accessibility Plan
- DfE Supporting Pupils with Medical Needs – Guidance 2014
- KJS SEND Information Report 2015/16 – website

More information about the 2014 SEND Code of Practice can be found on the Department for Education website:

<http://www.education.gov.uk/schools/pupilsupport/sen>

The Derbyshire Local Offer:

The SEND Local Offer is a resource designed to support children, young people and their families with special educational needs and/or disabilities. It describes the services and provision that are available, both to those with a new Education, Health and Care Plan (EHCP), formerly known as a Statement, and those who do not. The SEND Local Offer includes details of public services across education, health and social care, as well as those provided by the private, voluntary and community sectors:

<http://www.derbyshiresendlocaloffer.org>

Aims of the policy:

- To ensure that our SEND provision meets current statutory requirements, and is reviewed in the light of any new guidance.
- To provide clarity for staff and families as to how we will identify and provide for pupils with additional needs.
- To ensure that our whole school systems are supportive to both pupils and their families, in securing the best possible provision for individual needs.
- To ensure the provision of appropriately qualified coordinators of SEND, and affirm our commitment to ongoing training.

Identifying Pupils with Special Educational Needs and/or Disabilities:

In Section 20 of the Children and Families Act 2014, SEND are defined as follows:

- Significantly greater difficulty in learning than the majority of children of the same age

Or

- A disability which prevents or hinders a child from making use of educational facilities of a kind generally provided for children of school age within the local authority.

The area of special need will be identified as one or more of the following:

Communication and Interaction:

Speech and language delay, impairments and disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those on the autistic spectrum.

Cognition and Learning:

Moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those on the autistic spectrum.

Social, Mental and Emotional Health:

Pupils who may be withdrawn, isolated, show disruptive or disturbing behaviour, be hyperactive or lacking concentration. These should be seen as different to behavioural difficulties which, on their own, do not automatically mean that a child has SEND.

Sensory and/or Physical Needs

Sensory, multi-sensory and physical difficulties. We recognise that a physical disability on its own does not automatically imply an additional learning need, but provision may follow the same pattern of individualised support through reasonable adjustments.

The following are not considered to be SEND but may impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- EAL (English as an additional language)
- Being in receipt of the Pupil premium
- Being a Looked After Child (Child in Care)
- Being the child of Service Personnel

Many SEND pupils join us in Year 3 with needs already identified. Some needs, often physical and sensory eg hearing/sight impairments, have been apparent from birth, while learning needs may have only recently been identified or diagnosed. In these cases we liaise closely with all feeder schools and parents/carers as part of the transition process, and build on the levels of support previously provided.

Other needs may become apparent to staff or parents as pupils move through the key stage, and a Graduated Approach will be applied in order to determine the best level of support.

The Graduated Approach:

1. Quality First Teaching :
 - Through high quality planning, assessment, appropriate differentiation and knowledge of the pupils as individuals, teachers aim to ensure that all learning needs are met.
 - Pupil progress meetings following regular assessments will identify any children struggling to cope with expectations of learning or falling significantly outside the expected range of age-related performance.
 - Pupils will be closely monitored by staff in order to understand possible areas of difficulty in more detail.
 - If/ when an area of difficulty is identified, in-class support will be provided to address it: this mostly takes the form of additional help from adults,

further differentiated learning opportunities, and closer monitoring for a specified period of time.

- Staff will consult the SENCOs for advice as needed, and parents will be kept informed through discussions at Parents' Evenings.

2. SEN Support:

- If it is decided that a pupil's needs cannot be sufficiently met through Quality First Teaching, then that pupil will be identified as needing SEN Support, and will be recorded as such on the SEN register. Parents will be informed that their child will be receiving extra support, with the aim of removing barriers to learning.
- An IEP (Individual Education Plan) will set out additional provision for each term, with targets to be achieved: parents will receive a copy, and the impact of support will be reviewed 3 times per year.
- Dependant on the nature of the SEND need, pupils may receive further support in class, or more usually, access to specific learning programmes on a 1:1 basis for part of the week.
- It is likely that staff/SENCOs may liaise with specialist agencies during this time to ensure maximum impact from the programme of support provided.
- The school is expected to provide up to 9 ½ hours of targeted 1:1 support per week, before seeking additional funding from the LA.

SEN Support follows a four part cycle: Assess, Plan, Do Review.

Assess – as above, identification of need

Plan – set out strategies/ interventions to address the area of need, with clear targets, programmes and up to 9 ½ hours of school-funded support

Do – specify a time period for the strategies/interventions to be carried out and have impact

Review – assess the impact, and amend/continue/seek further support as necessary

3. Additional Support from the LA: GRIP funding or EHC Plan.

- GRIP (Graduated Response to Individual Pupil) funding can be applied for if the school feels that additional support is needed, above the 9 ½ hours already provided, and for a relatively short block of time. This could be to support during transition, to provide intense language support, or to carry out a specialist programme of work. School can apply for GRIP to 'buy-in' specialist help. Funding lasts for a year at a time, and may be continued following review.
- Referral for an Education, Health and Care Plan (EHC Plan): if a child has a life-long or complex difficulty, they may be referred for a Statutory

Assessment of their needs in order to be granted an EHC Plan. Evidence to support and EHC Plan referral will come from a variety of agencies including school and SSEN, parents, health professionals, educational/clinical psychologists.

- The decision as to whether or not a child is eligible for an EHC Plan is made by a panel of professionals from health, education and social care.
- Parents have the right of appeal should an EHC Plan referral be unsuccessful.

Further information about EHC Plans can be found via the SEND Local Offer:

www.derbyshire.gov.uk/SEND

EHC Plans will be developed and agreed by all parties eg school, parents, other professionals involved in the child's care.

Once agreed, EHC plans will be subject to an annual child-centred review. They will also 'move' with the child if there is a change of school.

Inclusion of pupils with SEND:

Kensington Junior School is an inclusive community, and we are proud of our tradition of providing all pupils, whatever their needs and abilities, with a rich and broad curriculum. We seek to remove barriers to learning, and make all reasonable adjustments to ensure the widest possible access to our creative curriculum.

When planning activities, the needs of all pupils are considered, with risk assessments carried out, and additional provision sourced as necessary eg. access arrangements for test situations, extra staffing for visits, accessible transport, additional swimming sessions, changes to classrooms, specialist equipment etc.

The school readily seeks advice from external agencies, in our bid to secure full inclusion for all pupils.

Pupils are admitted to the school in accordance with Derbyshire's admissions policies, having due regards for the Equality Act 2010.

Working in Partnership:

Our school has strong, and well-established, links with a variety of external support agencies, so that we may fully support and include pupils with SEND:

- Educational Psychology
- Health – School Nurse, Community Paediatrician
- Speech and Language Therapists
- SSEN – Support Service for Special Educational Needs
- Services for the Hearing/ Physically Impaired
- Physio/Occupational Therapists

- Behaviour Support
- Autism Outreach
- Social Care
- Multi-Agency Teams

We also believe strongly that close working partnerships with parents/carers are crucial to success, and work hard to build relationships of mutual trust as soon as pupils join us.

Supporting Transition:

Whilst we would hope that transition is seen as an exciting time of opportunities, we recognise that it can also be stressful, for pupils and parents alike, and aim to minimise concerns as follows:

When pupils join us from Y2, the SENCOs and Y3 staff will liaise with feeder schools to share relevant information. Extra transition visits will be arranged and wherever possible, the SENCO will attend the Y2 annual review. We meet with new parents in July, prior to transition, and will arrange extra discussion opportunities as necessary.

When pupils transfer to Y7, we pass on relevant details to secondary school colleagues, and wherever possible, invite new SENCOs to Y6 annual reviews. Again, extra transition visits will be arranged as needed, and transition 'passports' may be compiled by the pupil.

When pupils join us mid-Key Stage, we endeavour to liaise with previous schools as far as possible prior to admission. Records are passed on. We will liaise with other agencies who may be involved, and work closely with parents to ensure a smooth integration.

As pupils move up into new year groups, all relevant records are shared by the SENCOs and class teachers. Extra opportunities to meet new teachers are arranged for those who may need this.

Supporting Pupils with Medical Conditions:

Our school acknowledges its responsibilities in ensuring that pupils with medical conditions are properly supported, in order to achieve full inclusion.

We work closely with parents and health professionals to compile Health Care Plans and train staff accordingly. We also work with pupils to foster age-appropriate independence in managing their own medical condition.

We work in accordance with 'Supporting Pupils in School with Medical Conditions' DfE April 2014.

Complaints Procedure:

Parents/carers with any concerns about the care or welfare of their child should address them in the first instance to the Headteacher. Our Complaints Procedure exists for parents who wish to take concerns further. Copies can be obtained from the School Office, or from our school website:

www.kensington-jun.org

The Role of the Governing Board:

SEND Governors will be familiar with our procedures and will receive regular updates on how the school meets its statutory duties. They will pay particular attention to progress and performance outcomes for SEND pupils. They will work with the Headteacher to ensure that all reasonable adjustments are made to support full inclusion for all pupils.

The Governing Board is responsible for ensuring that our policy and procedures are up to date, and comply with the most current legislation.

Governors may become involved in the investigation of complaints, or in the hearing of appeals.

Our SEND Governors are Mrs F Cook/ Mrs E Kemp.

Evaluation and Review:

This policy will be reviewed annually to ensure that:

- It remains up to date in terms of key personnel responsible, and in terms of any changes to local guidance or statutory duty
- It continues to support staff in providing for all pupils with SEND
- It continues to meet the needs of our pupils successfully
- It continues to support parents/carers of pupils with SEND
- It reflects any changes in wider school policy or practice

Policy First Approved by Governors: March 2016.

Chair:

SEN Governors:

Head: