

# Emmbrook Junior School



## **Inclusion - Special Educational Needs (SEN) Policy (Statutory)**

**Responsibility of:** Pupil Outcomes Parent Communications (POPC)  
**Date of Policy:** July 2021 (Update)  
**Date of Review:** July 2022

### **Mission Statement**

*We provide an inclusive, positive environment in which we nurture and empower our children to develop life-long learning skills. This enables them to grow into reflective, successful and well-rounded individuals in our global community.*

**This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25, 2014.**

### **Purpose of this document**

This document sets out how Emmbrook Junior School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. It describes our graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Emmbrook Junior School will meet the requirements through the funding made available to us through our budget and through other funding streams. It also sets out under which circumstances we would request the local authority to consider carrying out an Education, Health and Care needs assessment.

This document does not replicate the legislation or the statutory guidance. Wokingham local authority has produced detailed documents which sit alongside this policy guidance and these are referred to within the text.

### **Background**

## **The Children and Families Act 2014**

The Children and Families Act 2014 is wide ranging but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a new context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by statutory guidance, 'The Code of Practice: 0 to 25' (CoP). It is this guidance to which all local authorities, all publicly funded early years and education settings (including academies, free schools and further education settings) along with a range of national and local NHS bodies must 'have regard'.

The Children and Families Act has introduced a new statutory plan called an Education Health and Care (EHC) plan which will replace Statements of SEN. From September 2014, all new statutory assessments will be under the new regulations and existing Statements will be transferred to EHC plans by summer 2018. The Act also introduces a single pre-statutory stage called 'SEN Support' and this is relevant to all age levels and educational settings.

### **What are settings required to do?**

Schools and governing bodies have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Emmbrook Junior School, we follow the advice of the CoP to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. In addition, there are specific duties on us and our governing body to:

- publish information on the school website about the implementation of the governing body's policy for pupils with SEND
- identify pupils with SEND, ensure parents are informed and provision is made in line with the SEN and Disability Code of Practice and comply with Children and Families Act 2014 legislation
- publish the SEND policy and the school's Local Offer (in conjunction with parents, pupils and the Local Authority) on the school website and review regularly
- publish information on SEND funding and provision
- monitor SEND expenditure
- appoint an SEND governor and Special Educational Needs Coordinator (SENCO) (see SEN Regulations 2014)
- maintain a current record of the number of pupils with SEND
- ensure SEND provision is integrated into the school improvement plan
- monitor the progress of SEND pupils and ensure provisions specified in Statements/EHC plans are in place
- ensure all policies take SEND into account through Equality Impact assessments
- keep under constant review the arrangements for pupils present with a disability and have anticipatory arrangements for future pupils with a disability
- admit all pupils who meet admissions criteria, whether or not they have SEND

### **The link between special educational needs and disability**

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as "...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". In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

Where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for their needs to be provided for by an Education, Health and Care plan (EHC). Some of these children and young people with long term health conditions should have a Health Care Plan which addresses their safety, health and wellbeing whilst in their education setting. The Department for Education (DfE) have published new guidance, 'Supporting pupils at school with medical conditions' which can be found at:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>

At Emmbrook Junior School, we value all children equally. We welcome pupils with SEN and those with disabilities as part of our community and all of our teachers are teachers of pupils with SEN.

#### **Our Objectives:**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To work within the guidance provided in the SEND Code of Practice (COP), 2014.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To enable pupils to have their voice heard.
- To communicate with the Governing Body to enable them to fulfil their monitoring role.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have had access to training and advice to support quality teaching and learning for all pupils.
- To clarify the roles and responsibilities of staff and Governors.

#### **Meeting special educational needs in Emmbrook Junior School**

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The CoP has the following definitions in the introduction paragraphs xiii to xvi:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age, or would do if special educational provision was not made for them.

The CoP defines special educational provision in the introduction paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures continue to suggest that as many as 1 in 5 children and young people are, at some stage, considered to have special educational needs. Mainstream schools will therefore, in particular, always be employing a range of strategies to stimulate the learning of individual or groups of children.

Although the needs of children and young people often cross more than one 'area of need', the CoP uses four main categories of need:

1. Communication and Interaction
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Disorder)
2. Cognition and Learning (when children learn at a slower pace than their peers, even with appropriate differentiation)
  - MLD (Moderate Learning Difficulty)
  - SLD (Severe Learning Difficulty)
  - PMLD (Profound and Multiple Learning Difficulties)

- SpLD (Specific Learning Difficulties- e.g. Dyslexia, Dyspraxia, Dyscalculia)
3. Social, Emotional and Mental Health Difficulties
    - ADD (Attention Deficit Disorder)
    - ADHD (Attention Deficit and Hyperactivity Disorder)
    - Attachment Disorder
    - A wide range of difficulties may manifest themselves in many ways. They may reflect underlying mental health conditions such as anxiety, depression, eating disorders etc.
  4. Sensory and/or Physical Needs
    - Vision Impairment
    - Hearing Impairment
    - Multi-sensory Impairment
    - Physical Disability

We also consider the following which may impact on progress and attainment of individual pupils but do not consider them to have SEN.

- Disability
- Attendance and punctuality.
- Health and Welfare.
- EAL.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of a Serviceman/woman.

At Emmbrook Junior School we will ensure that we meet the needs of **all** our pupils through the resources we have available, and the advice and support of other specialist professionals and practitioners.

## **2. How do we identify pupils who are having difficulties with learning and/or special educational needs?**

It is the responsibility of all schools to provide good teaching and holistic support for **all** pupils/students. We believe that it is particularly important that pupil/students who have most difficulty with their learning are taught by good quality teachers and in our school, we believe that all teachers are teachers of pupils who have special educational needs.

**All** children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives; and, make a successful transition into adulthood, whether into employment, further or higher education or training.

In deciding whether to make special educational provision, the teacher and Inclusion Leader should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals  
Code of Practice 6.38

Please also refer to our Assessment Policy for details of assessing **all** pupils.

### **A Graduated Approach to SEN support**

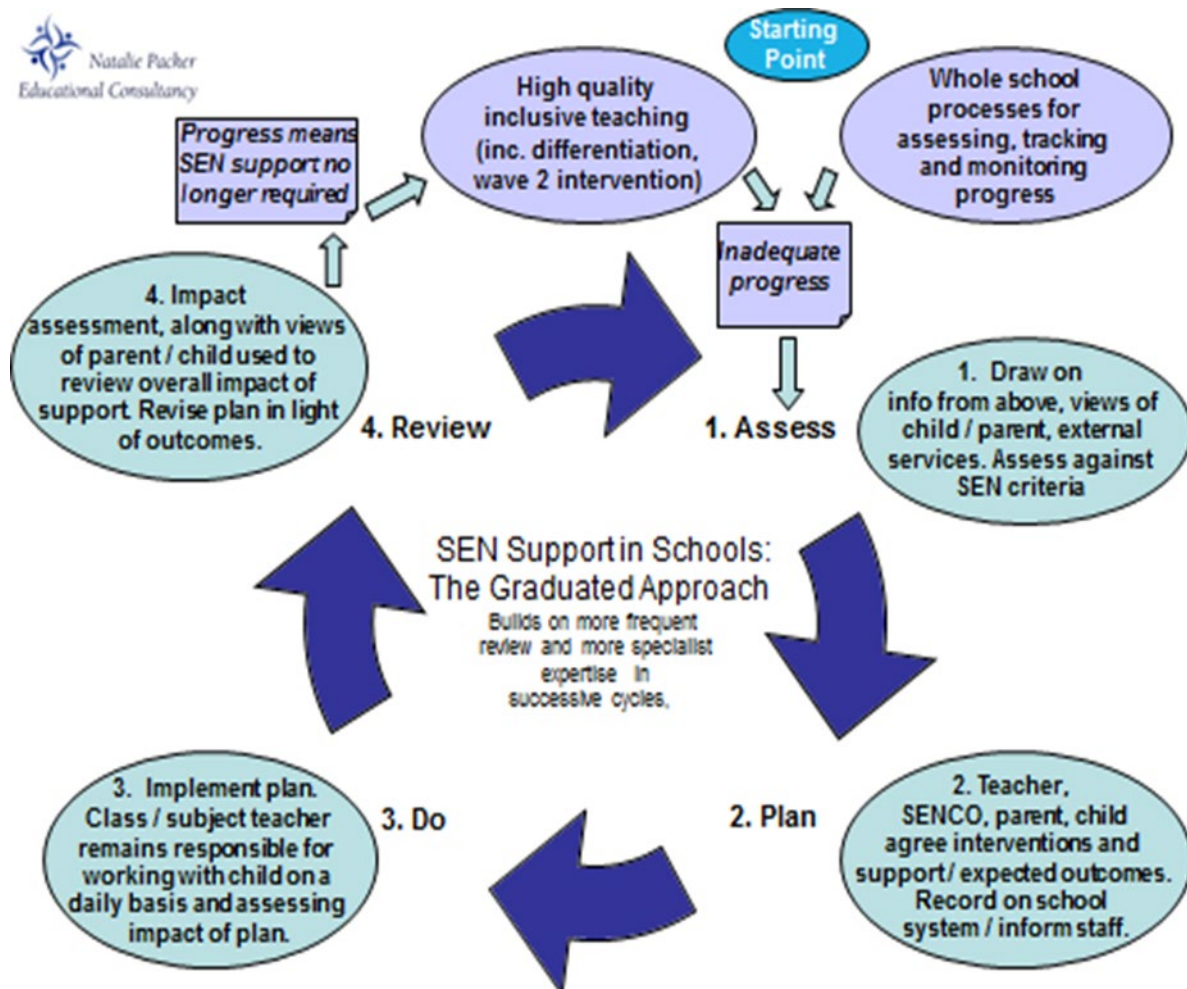
Where our assessment has identified that a pupil is experiencing difficulties, we follow a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'. We ensure that:

- the class teacher carries out a clear analysis of the pupil's needs, supported by the school's Inclusion Leader
- the analysis of needs includes data on progress, attainment and approaches to learning and the views of the pupil and their parent/s or carer/s, and advice from any other support professionals
- where behaviour is an area of concern, we use a behaviour support plan which draws on an analysis of Antecedents, Behaviour and Consequences
- we plan for provision which can remove the barriers to learning for the pupil using evidence based and effective teaching approaches, appropriate equipment, strategies and interventions
- we provide support which may include differentiation, additional programmes (interventions), small group and/or individual support
- the Inclusion Leader will meet with staff delivering interventions to advise and evaluate the progress for each child at least half termly
- the class teacher retains the responsibility for the learning of the pupil even if the pupil is receiving support away from the rest of the class, for example, in a small group
- we review the pupil's progress and development and decide on any changes to be made in consultation with the pupil and their parent/carer
- where progress is limited, we take advice from external specialists /practitioners and discuss their input, advice and support with parent/s or carer/s, and all staff involved
- where assessment indicates that specialist services are required, we make referrals promptly and discuss at termly school planning meetings
- we draw up Individual Provision Plans and a Provision map

All pupils receive a differentiated curriculum delivered through quality first teaching. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils receiving additional support. Those who do not make the expected progress are initially identified by class teachers and in discussion with the Inclusion Leader and Senior Leadership Team at Progress meetings.

The progress and attainment of all pupils is reviewed and discussed with the Senior Leadership Team at termly intervals. In addition to this, any teacher or member of staff can raise concerns about a pupil with the Inclusion Leader at any time. We involve parents /carers at every opportunity and, where appropriate, the pupil as soon as we identify a barrier to learning.

In line with the 2014 Code of Practice requirements the school will deliver a Graduated Response Model as described in the diagram below for pupils identified as having SEN: (with thanks to Natalie Packer, Natalie Packer Educational Consultancy [www.nataliepacker.co.uk/](http://www.nataliepacker.co.uk/))



The Inclusion Leader at Emmbrook Junior School is Lisa Brant and is a member of the senior leadership team.

Contact details: [lholloway@emmbrook-jun.wokingham.sch.uk](mailto:lholloway@emmbrook-jun.wokingham.sch.uk)

### Class Action (CA)

Children who need a differentiated approach but can be monitored by the class teacher mainly within the class. The class teacher identifies additional needs and takes initial action of monitoring areas of concern. These children are not recognised officially with the Local Authority (LA) as being on the SEN register. but it is useful for schools to keep a record of them through a whole school provision map.

## SEN Support

Pupils who do not make adequate progress based on accumulated evidence are placed on the Special Educational Need register. Parents are always consulted before this decision is made.

### 3. Involving parents in their child's education

Parents and carers are key partners in their children's education. Evidence shows that children make the most progress when their key adults work together. At Emmbrook Junior School, we demonstrate this by:

- **always** discussing any concerns that we have with the pupil's parents and/or carers at the earliest point
- listening to and hearing what parents and carers say
- identifying outcomes to be achieved with parents and carers
- planning interventions with parents and carers
- meeting with parents/carers to review their child's progress
- being honest, open and transparent about what we can deliver
- making sure parents know who to contact if they have any concerns

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the Inclusion Leader should 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.

Code of Practice 6.48

Where children and young people are 'looked after' by the local authority, we have an additional role to ensure the safeguarding of these children and young people, working with the local authority who is the corporate parent. National figures show that children who are looked after are significantly over represented at SEN Support and with Statements of SEN / EHC Plans. In order to ensure that we are responding appropriately, we:

- do not make assumptions based on a pupil's care status
- monitor the progress of all our looked after children termly
- have an up-to-date Personal Education Plan which is easily understood by everyone involved
- ensure close working with the specialist services who support looked after children (LAC) including the child or young person's social worker, the Virtual School Head teacher, and the LAC nurse
- ensure our looked after children, especially those with SEND are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities
- normalise life experience wherever possible

Please also refer to our Children in Care policy.



#### 4. Arrangements for consulting children and young people with SEND and involving them in their education

The Children and Families Act is clear that:

- **all** children and young people should be supported to develop aspirations for their future lives as active members of their community
- **all** children and young people have the right to have their voice heard
- children and young people should be involved in discussions about their learning, progress and how provision is made for them, where appropriate

At Emmbrook Junior School, we consult all pupils by:

- Including children in meetings, where appropriate
- Meeting with the child on an individual basis (often with the Nurture assistant or Inclusion Leader to identify the child's point of view and aspirations for the future.

In addition, where pupils have special educational needs, we ensure that:

- **all** pupils are encouraged and supported to make their views known. Strategies used may include: written comments, talking to a preferred adult, friend or mentor, drawing or through play therapy
- any interventions or strategies will be explained and discussed with pupils
- **all** pupils will be encouraged to monitor and judge their own progress in a positive and supportive environment, often with the adult delivering the intervention
- reviews of progress are 'person centred' i.e. they will have the pupil, their aspirations and needs at the centre of the review
- reviews are **always** outcome-focussed. Outcomes reflect what is important to, and for, the pupil.

#### 5. How we assess and review progress

Once a pupil is included by the class teacher in consultation with the Inclusion Leader, parents/carers and the pupil draws up the SEN register a Provision Plan. Where necessary, advice may be sought from external agencies to inform effective intervention.

The Provision Plan allows for close monitoring towards short term outcomes, which are reviewed termly with the pupil and parents/carers.

If a pupil does not make the expected progress then advice may be sought from external agencies.

Although reviews are held termly, parents are encouraged to contact the school whenever they have a concern or information to share.

We can request support from Educational Psychologist Support, Language and Learning Services, Behaviour Support, and Health Services including Speech and Language Support and Occupational Therapy Support. If we are unable to fully meet the needs of the pupil through our own internal

provision and expertise, we would call upon these services for support. We will prioritise pupils' dependant on their individual need.

Please also refer to our Assessment Policy.

## **6. Preparing for transition**

Transition is a continuum in our planning for pupils and we are continually considering the skills our pupils will need in order to access the next phase of their learning. When their learning is to take place in a new setting or phase, transition planning for this is a key task. Preparing for adulthood aims to support independence and choice making. Opportunities to practice these skills are introduced as early as appropriate. For all pupils we make opportunities to practice developmental and transferable skills which will prepare them for life as members of their community.

We help to prepare pupils with special educational needs for the next stage in their learning from Key Stage 1 to Key Stage 2 by:

- the Inclusion Leader and/or Senior leaders attending transition meetings
- inviting identified pupils to join our Year 2 Art Transition club
- Key stage one staff visiting and working with key stage 2 staff and vice versa
- Preparing transition booklets in consultation with the child

We help to prepare pupils with special educational needs for the next stage in their learning from Key Stage 2 to Key Stage 3 by:

- the Inclusion Leader and/or Senior leaders attending transition meetings and inviting key stage 3 staff to transition and/or annual reviews
- inviting staff from the receiving secondary school to work with the child before they leave Key Stage two
- running a "Protective Behaviours" nurture group

## **7. The approach to teaching children and young people with SEND and how adaptations are made to the curriculum and learning environment**

To support children, young people and their families the Children and Families Act requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Wokingham's Local Offer can be accessed via:

<http://www.wokingham.gov.uk/our-local-offer/>

Wokingham Local Authority has set out what it expects should be available in all mainstream settings

to meet the needs of children and young people without recourse to a statutory EHC needs assessment. This document, 'SEN Support' can be found on the Local Offer page.

## **8. The expertise and training of staff to support children and young people with SEND, including how specialist support will be secured**

Our staff has access to training through the Wokingham Schools Hub and can access training provided in groups or bespoke training from Wokingham's Educational Psychology (EP) Service. We meet with our EP to plan our training needs on a termly basis. Through our school cluster group, we can identify training needs and plan training in a cost-effective way as well as using our cluster meetings as a professional forum to share expertise across schools.

### **The role of our Inclusion Leader**

Our Inclusion Leader has responsibility in Emmbrook Junior School for:

- determining the strategic development of SEND policy and provision in the school with the head teacher and governing body
- day-to-day operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- providing professional guidance to colleagues and working closely with staff, parents/carers and other agencies
- being aware of the provision in the Local Offer and working with professionals to provide a supporting role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers and Key Stage one staff, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact for SEND with external agencies, especially the local authority and its support services
- liaising with potential education settings to ensure a pupil and their parents/carers experience a smooth transition
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up-to-date

As a school, we ensure that the Inclusion Leader has sufficient time and resources to carry out these functions. This includes providing the Inclusion Leader with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

Each school is allocated a budget from the LA funding which is to be specifically used to support the learning of children with SEN.

In order to maintain and develop the quality of teaching and ability to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training in issues relating to SEND may be delivered in-house by our Inclusion Leader or by an external agency e.g. speech and language therapist or educational psychologist.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEN provision.

The school's Inclusion Leader attends the LA and cluster SENCo network meetings in order to keep up to date with local and national updates in SEN.

Specialist equipment will be considered on an individual basis.

### **9. Evaluating the effectiveness of our provision**

Most children and young people who have SEND respond to quality first teaching. Where individual or different interventions are used, these will be evidence based and our progress tracking allows us to verify that the interventions are effective. Sometimes individual pupils respond to different interventions and approaches. Where we try a different approach or intervention, we will review its efficacy by measuring the outcomes achieved by the pupil and take into account the cost of the intervention.

Our Inclusion Leader meets intervention staff and class teachers regularly to evaluate the effectiveness of the interventions and to determine whether progress has been accelerated by the intervention tuition provided. At the end of a provision, with the school business Leader, an interventions value for money is calculated and reviewed.

The monitoring and evaluating of provision is an on-going process. The Senior Leadership Team carries out learning walks regularly focussing on SEN planning and differentiation. Training for teaching assistants delivering interventions is regularly reviewed and Intervention groups are also observed. Observations are discussed and support is given to individual members of staff as required.

The Inclusion Leader meets termly with the Inclusion Governor, who is involved in monitoring SEN within the school.

Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

### **10. Inclusive practice**

We ensure that **all** our pupils, and those with SEND, are fully included in the activities available. We accept that sometimes this will mean additional arrangements may need to be made to allow them to take part.

Our PE subject leader ensures that children on both the SEN and PPG register are represented at the extra-curricular clubs on offer at our school.

All children are expected to take part in offsite trips including our residential trips. Liaison with parents is essential to make sure that the child is fully included in our trips and allows us to make the sure the appropriate provision is available to meet the child's needs.

### **11. The social and emotional development of our pupils**

Emmbrook Junior School supports the social and emotional development of our pupils by:

- ensuring all children have full access to our nurture assistant
- ensuring the voice of a child with SEND is represented at meetings and reviews
- Running nurture groups for children with any social or emotional need
- Employing the services of a play therapist for particular children where a need has been identified

**Please also refer to our bullying policy.**

## **12. Working with other professionals and practitioners**

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the Inclusion Leader should contact them if the parents agree.  
Code of Practise 6.47

At Emmbrook Junior School, we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions whilst minimising duplication and disruption for pupils, families and practitioners. In order to do this, we:

- listen to parents/carers to ensure we know which services they use and are valued by them
- ensure that we contact **all** practitioners working with our pupils to invite them to relevant meetings and reviews to ensure that interventions are co-ordinated
- use person-centred approaches with **all** our pupils who have SEND to work towards the pupil's aspirations
- value the contribution of all
- liaise with all services in a timely and professional way
- meet with our educational psychologist for a termly planning meeting to look at the needs of individual pupils, staff training and effectively tailoring our provision. Also present at this meeting is a representative from The Foundry, Behaviour Support Service and a representative from learning support service.
- meet with the speech and language therapist to identify children with potential speech and language deprivation/delay and deliver a bespoke programme where required.

## **13. Arrangements for handling complaints about SEND provision**

The school works, whenever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through our school complaints policy and procedures. We encourage parents to discuss their concerns initially with the Class Teacher, Inclusion Leader,

Deputy Head or Head Teacher to resolve the issue before making the complaint formal via the Chair of Governors.

Details of the school's Complaints Policy can be found on the school's website or from the school office.

### **Criteria for exiting the SEN register**

Following termly reviews, it may be decided that the pupil has made significant progress and is no longer requiring such intensive support. We would consider recommendations from professionals and the views of parents before removing a pupil from the register. However, after removal, any pupil would continue to be monitored closely by the Senior Leadership Team and class teacher at termly progress reviews.

### **Education Health Care Plans**

If a child is not making expected progress or achieving at a considerably lower level than the national expectations for their age, a decision may be made to request a statutory assessment of their need.

Once a request for assessment has been agreed, all relevant evidence will be gathered about the specific needs of the whole child. This may result in the Local Authority issuing an Education Health and Care Plan (EHCP), which will identify outcomes to be met and additional provisions to be provided. If an EHCP is not issued, a support plan will be put in place as advised by the Local Authority.

Once an EHCP has been issued it will be reviewed at least annually.

Children who currently have a Statement of Special Educational Need will have their statements converted into an EHCP in line with Wokingham Borough Council's rolling programme of conversion.

### **Supporting pupils at school with medical conditions.**

We recognise that pupils at Emmbrook Junior School with medical conditions should be properly supported so that they have full access to education including school trips and physical education.

We have several members of staff who are first aid trained and several staff who have an up to date paediatric First Aid qualification.

Most of the staff have been trained in administering Epi-pens for allergic reactions and have had epilepsy training.

We have specific training to meet the needs of individual pupils as required.

Further details of how we support children with medical conditions can be found in our Supporting Pupils with Medical Needs Policy or from the school office.

### **Additional Funding**

Where a child needs additional support over and above the core funding, the school may apply for Exceptional Needs Funding (ENF). With parental agreement, the Inclusion Leader will present the case for additional funding to a panel of colleagues from the local cluster of schools as part of a moderation

process. Once agreed by the cluster group, a representative from the cluster will further present the case to a Borough Moderation group. If agreed the additional funding is made available in the school budget.

Funding is allocated for short term, highly specific intervention and schools will report back the outcomes of the support to the cluster group.

### **Storing and managing information**

Information is stored in a locked cupboard in the Senior Leadership Team office. The information is shared with staff working with the pupil. Class teachers hold SEN folders, which are stored in the classroom. At the end of each year the information is transferred to the next class teacher and a discussion held to ensure transition is efficient and effective. When a pupil moves to another school the records held by the class teacher are archived and the originals are passed to the next school.

### **Accessibility**

The school is on one level. There is disabled access throughout the building. The school has a disabled toilet and access to showering facilities.

The school will have regard to the Equality Act, 2010, the Children and Families Act, 2014, and the Code of Practice, 2014, in terms of admitting pupils with disabilities.

**Approved by Governing Body**      *POPC - 6<sup>th</sup> July 2021*

**Chair of Governors**                      *S Dowse - 6<sup>th</sup> July 2021*

**Head Teacher**                              *J Usher – 6<sup>th</sup> July 2021*

## **Appendix 1**

### **Roles and responsibilities**

#### **The class teacher will be responsible for:**

- reading the pupil's file
- identifying each pupil's needs and skill levels
- monitoring and assessing progress and maintaining appropriate records
- recognising the needs of parents/carers, giving clear and careful explanations at every stage and arranging for the parents/carers to see the Inclusion Leader if appropriate.
- annotating plans to show differentiation for pupils with EHCP or at SEN Support.
- writing Individual Provision Plans for pupils at SEN Support/with EHCP plans
- sharing Individual Provision Plans with parents/carers and seeking their involvement/partnership
- involving the pupils in the writing and evaluating of their Individual Provision Plan.
- involving TAs in the planning, teaching and assessing of pupils with SEN
- ensuring that delivery of the curriculum allows each pupil to experience success
- providing reports for external agencies

#### **The Inclusion Leader will be responsible for:**

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- keeping track of all provision through a whole school provision map
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- managing the writing of Individual Provision Plans
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- maintaining existing resources and exploring opportunities to develop or incorporate new resources

#### **The Head Teacher has responsibility for:**

- the day-to-day management of all aspects of the school's work, including provision for children with SEN
- keeping the governing body fully informed
- working closely with the school's SEN team

#### **The Governing Body has a duty to:**



- make every effort, in co-operation with the Head Teacher, to see that the necessary arrangements are made for any pupil who has SEN, including appropriate access to the buildings and school facilities as well as the curriculum
- ensure that school staff are aware of the importance of identifying pupils who have SEN and provide an appropriate education
- consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate SEN provision in an area
- report to parents annually on the school's policy on SEN and ensure that communication with parents/carers is effective
- take account of the Code of Practice when carrying out duties towards any pupil with SEN

## Appendix 2

### Glossary of terms

**Annual review:** the review of an EHC plan that the local authority must make as a minimum every 12 months.

**Care Plan:** A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

**Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

**Compulsory school age:** A child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.

**Disagreement resolution:** This is a statutory service commissioned by local authorities to provide a quick and non-adversarial way of resolving disagreements between parents or young people and bodies responsible for providing education, whether the child or young person has an EHC plan or not, or health and social care in relation to EHC assessments and plans. Disagreement resolution services can also be used in cases of disagreement between local authorities and health commissioning bodies during EHC needs assessments, the drawing up of EHC plans or the reviewing of those plans.

**Early Years Foundation Stage (EYFS):** The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

**Education, Health and Care plan (EHC plan):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Graduated approach:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

**National curriculum:** This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**Parent:** Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility (see below) or who cares for him or her.

**Parent Partnership Services:** Parent Partnership Services provide advice and information to children with SEN or disabilities, their parents, and young people with SEN or disabilities. They provide neutral and factual support on the special educational needs system to help the children, their parents and young people to play an active and informed role in their education and care. Although funded by local authorities, Parent Partnership Services are run either at arm's length from the local authority or by a voluntary organisation to ensure children, their parents and young people have confidence in them.

**Parental responsibility:** Parental responsibility is defined under Section 3 (1) of the Children Act 1989 as meaning all the duties, rights, powers, responsibilities and authority which parents have with respect to their children and their children's property. Under Section 2 of the Children Act 1989, parental responsibility falls upon:

- all mothers and fathers who were married to each other at the time of the child's birth (including those who have since separated or divorced)
- mothers who were not married to the father at the time of the child's birth, and
- fathers who were not married to the mother at the time of the child's birth, but who have obtained parental responsibility either by agreement with the child's mother or through a court order.

Under Section 12 of the Children Act 1989, where a court makes a residence order in favour of any person who is not the parent or guardian of the child, that person has parental responsibility for the child while the residence order remains in force.

Under section 33 (3) of the Children Act 1989, while a care order is in force with respect to a child, the social services department designated by the order will have parental responsibility for that child, and will have the power (subject to certain provisions) to determine the extent to which a parent or guardian of the child may meet his or her parental responsibility for the child. The social services department cannot have parental responsibility for a child unless that child is the subject of a care order, except for very limited purposes where an emergency protection order is in force under Section 44 of the Children Act 1989.

**Personal Budget:** A Personal Budget is an amount of money identified by the local authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. The funds can be held directly by the parent or young person, or may be held and managed on their behalf by the local authority, school, college or other organisation or individual and used to commission the support specified in the EHC plan.

**Personal Education Plan:** An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.

**School Planning Meetings:** These planning meetings are organised with the Local Authority and provide an opportunity for the Inclusion Leader / representative of the school to raise concerns about and monitor the provision for children with additional needs.

**Special Educational Needs (SEN):** 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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**Special Educational Needs Co-ordinator (SENCO)/ Inclusion Leader:** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.

**Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

**Special school:** A school which is specifically organised to make special educational provision for pupils with SEN. Special schools maintained by the local authority comprise community special schools and foundation special schools, and non-maintained (independent) special schools that are approved by the Secretary of State under Section 342 of the Education Act 1996.

**Speech and language therapy:** Speech and language therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.