



**CARR JUNIOR
SCHOOL**

Aim High, Shine Bright



SEND POLICY

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Special Educational Needs and Disabilities

Rationale

Every teacher is a teacher of every child including those with special educational needs.

At Carr Junior School we are committed to providing a high quality education, where the individual needs of all children are met, valued and understood. We believe that all children, including those identified as having special educational needs, are entitled to a broad, balanced, accessible curriculum, and should be included in all aspects of school life. We aim to provide a safe, secure and supportive environment where all children can develop the skills and attributes to prepare them for the next phase of school life.

Section 1: Aims

The aims of this policy

- To ensure that responsibility for provision for pupils with SEND remains an integral part of the whole school provision
- To ensure that children and young people with SEND can engage successfully in all school activities alongside pupils who do not have SEND, including making reasonable adjustments for those pupils with a disability so that they have good access to the curriculum and wider school learning environment
- To work in close partnership with parents, the South Bank Multi Academy Trust, City of York Council and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' needs through universal and targeted training/continued profession development
- To promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

Objectives:

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a qualified Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Policy
5. To provide support and advice for all staff working with special educational needs pupils

Section 2: Identifying Special Educational Needs

Before deciding that a pupil requires additional SEND support, the SENDCO and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress through our graduated approach. When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching, we will offer additional SEND support. Parents will be formally

notified that their child will receive this additional support and placed on the SEND Register where his/her progress and provision can be monitored more closely.

The SEND Register

The register provides an overall record of all children receiving additional SEND support so that

- progress and achievements of children with SEND can be closely monitored
- there is an overview of the range and level of need across school
- school provision reflects and is responsive to that current need

Close monitoring of this register also provides evidence to show impact of school provision for children with SEND.

We use the definition of SEN and disability as set out in the 2015 SEND Code of Practice and the 2010 Equality Act. The areas of need outlined in the SEND Code of Practice, 2015 are:-

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Children have needs which may fall into at least one of four areas; many children will have needs that fall under more than one category. Children with a special educational need will be placed on the school's register for special educational needs and disabilities. There are two categories:

SEN Support

Education Health and Care Plan

We recognise the importance of early identification and aim to have robust measures in place to highlight children who are facing difficulties with any aspect of learning or development as early as possible.

Our process of early identification is supported by

- termly tracking of children's progress and attainment through Pupil Progress meetings.
- concerns which are raised by parents, teachers or the child.
- monitoring changes in the pupil's behaviour or progress
- information from other agencies who may already be working with the child before they join us.

As well as progress in core subject areas, progress in other areas will also be considered, such as social development and communication skills.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement, including

- Attendance

- English as an Additional Language
- Family circumstances, eg. Looked After Child, Pupil Premium

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be SEN.

Section 3: A Graduated Approach

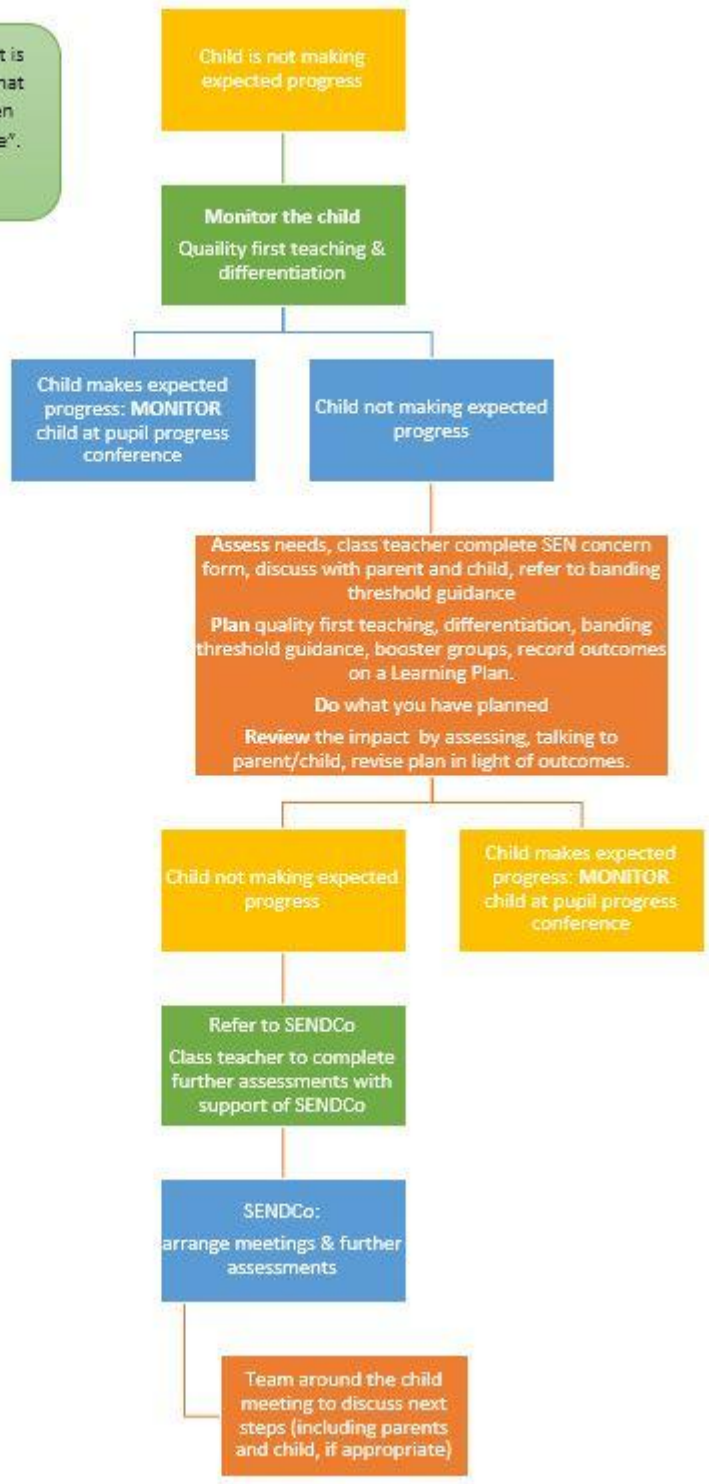
Children are admitted to Carr Junior School from the age of 7. The majority of our pupils come from our feeder school, Carr Infants School. The Junior School SENCo liaises with the Infant School SENCo and other colleagues to gather information about transferring pupils who are on the SEND Register.

Pupils may exhibit signs of special educational needs at any time in their school career. Pupils may be identified as having special educational needs if they do not make adequate progress once they have received intervention/adjustments and good quality personalised teaching. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs.

The class teacher is responsible for providing high quality teaching for all pupils. 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.

A Graduated Approach

SEND provision is "provision that is **additional to** or **different from** that made generally for other children or young people of the same age".
SEND Code of Practice 2015



Section 4: Managing Pupils Needs On The Special Educational Needs And Disabilities (SEND) Register

Carr Junior School has a graduated approach to supporting children with SEN. This is done through a continuous cycle of **Assess-Plan-Do-Review** which takes account of the wide range of abilities, strengths and interests of children. The majority of children will learn and progress within these arrangements.

ASSESS – PLAN – DO - REVIEW

To support children with SEND we need to have a clear understanding of each child's need. We have a graduated approach to identifying and supporting children.

Assess:

Once identified as requiring additional SEND support, more detailed assessments of the child's need will be carried out. This will include discussions with families and the child. It may draw on discussions and reports from external agencies, such as Speech and Language Therapists.

As an inclusive school, we provide support for children whose needs fall into all four broad areas of SEND need.

- Communication and interaction:
 - speech, language and communication needs
 - ASD including Asperger's Syndrome and Autism.
- Cognition and learning:
 - Moderate Learning Difficulties
 - Severe Learning Difficulties
 - Profound and Multiple Learning Difficulties
 - Specific Learning Difficulties including dyslexia, dyscalculia and dyspraxia
- Social, emotional and mental health difficulties
- Sensory and/or physical needs:
 - visual impairment
 - hearing impairment
 - multi-sensory impairment
 - physical disability.

The assessment will give a detailed picture of the child's strengths and primary and secondary needs.

Plan:

The school will use the information from the assessment to draw up a plan to show the support that will be offered. The plan will

- Be outcome focused
- Evaluate impact termly with parents and child
- Highlight the ways parents can be involved to reinforce and contribute to progress outside of school.
- Give details of the role and input of external agencies when they are involved with a pupil
- Be recorded on a **Learning Plan**.
- Be shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches that have been agreed.

Do:

Provision is initially put in place by the class teacher through quality first teaching and differentiated resources. This will be monitored by the SENDCo and Senior Leaders.

Review:

The effectiveness of provision is evaluated. If the child is still not making progress, the Assess – Plan – Do – Review cycle begins again.

Further assessment will be done. Additional provision may be put in place at this stage and further advice sought from outside agencies.

If there are a number of agencies involved and co-existence of needs, we may start the evidence gathering process to support a **Request for Statutory Assessment (RSA)**, as part of an **Education, Health and Care Plan (EHCP)** application. We will first put a **Learning Needs Gateway** in place to ensure parents, child, school and any other agencies are all working towards the same goals and families do not have to make lots of appointments.

If the child's needs are more complex and the child needs more support than is available through special educational needs support, it may be appropriate for us to apply for an **EHCP**.

Progress of all children with SEND is reviewed half-termly at Pupil Progress Conferences. The impact of interventions and provision is also discussed at these meetings.

Parents will be invited to discuss their child's progress and provision termly. Parents are welcome to request further meetings.

Section 5: Criteria For Exiting The Send Register

Children's needs may change. If a child makes good progress, achieves the outcomes set and no longer requires additional provision, his/her name will be removed from the register. Parents will be notified of this decision and the child would continue to be monitored under the school's assessment and monitoring procedures.

Section 6: Supporting Pupils At School With Medical Conditions

Carr Junior 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.

Where a pupil has a diagnosed medical condition school will work the child, family and relevant health professionals to support the child in school. This may involve staff training to raise awareness of a particular condition and procedures for dealing with this.

Copies of the school's Medicine Policy, Supporting Children with Medical Needs Policy and Intimate Care Policy are available for inspection at the school office.

Section 8: Monitoring And Evaluation Of SEND

The school undergoes an active process of continual review and improvement of provision for all pupils, including pupils with SEND.

In evaluating the quality of the SEND provision, the school will take into account a range of evidence including learning walks, lesson observations, book scrutiny, data scrutiny and Pupil Progress meetings, Learning Plans and the views and feedback of parents and pupils.

Section 9: Training And Resources

Training:

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

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. There is an ongoing programme of training and support in place to ensure that all teachers and support staff have the understanding and skills to differentiate and scaffold learning for pupils with a range of SEN within everyday teaching. This training may be delivered by the SENCo, external professionals on site or training providers off site.

The SENCo attends the termly SENCo Forum sessions to keep abreast of local and national policy and initiatives to enhance SEND provision. She is also an active member of the South Bank Multi-Academy Trust network and has completed her National Award in SEN Coordination and Masters in SEN and Inclusion.

Staffing Resources:

SENCo

Pastoral Lead – pastoral support for pupils, support for parents

Higher Level Teaching Assistant – small group teaching for pupils requiring nurturing support, delivery of social and emotional aspects of learning curriculum

Emotional Literacy Support Assistants (ELSAs) trained to support pupils with social and emotional issues

Trained Teaching Assistants to support individuals or groups and deliver interventions.

Facilities:

SENCo room

Pastoral Office

The Hive – a classroom based on nurturing principles

The Cosy Room

The Sensory Room

The Common Room

Ground floor fully accessible by ramps

All classrooms carpeted to reduce acoustics and fitted with blinds to reduce glare

Unisex toilets on the ground floor and first floor that are accessible to wheelchairs etc.

Shower facilities on ground floor

Lift access to first floor

Handrails to all stairways

Section 10: Roles And Responsibilities

The Headteacher (Mrs Vicki Kerr)

The Head teacher has overall responsibility for inclusion and will liaise with the SENCo in order to keep the governing body fully informed. Vicki Kerr is the Designated Safeguarding Lead.

The SENCO (Miss Anna Morris)

The SENCo working with the head teacher and staff is closely involved in the strategic development of the SEND Policy and provision. The SENCo is responsible for:

- Overseeing the implementation and the day-to-day operation of the school policy for special educational needs and disability provision
- Responding to the needs of children with SEND
- Ensuring parents and children are involved
- Liaising with professionals such as Educational Psychologists and Speech and Language Therapists
- Overseeing and maintaining the records of all children with SEND, including the monitoring of Learning Plans
- Managing 1:1 TAs
- Co-ordinating Learning Needs Gateway meetings and reviews
- Writing referrals and reports
- Liaising with and advising teaching staff
- Arranging and contributing to training of staff
- Procurement of SEND resources
- Reporting to head teacher and governors

The Governing Body:

The Governor with responsibility for SEND is Mrs Jen Rampling.

The governing body has a statutory duty to ensure that the necessary provision is made for all pupils with SEND and working with the head teacher will:

- Determine the schools general policy and approach to pupils with SEND

- Monitor the schools work on behalf of children with SEND
- Establish appropriate staffing
- Ensure appropriate funding for SEND

Class Teachers:

The class teacher is responsible for:

- Outcomes for all learners with SEND
- Ensuring all children have access to good or better teaching and that the curriculum is adapted to meet every child's individual needs (differentiation and scaffolding).
- Monitoring the progress of every child and identifying, planning and delivering any additional help a child may need (this could be targeted work, additional support, adapting resources etc.) in partnership with the SENCo as necessary.
- Completing the Learning Plan for children who are on the SEND Register and planning and reviewing targets with parents and child at least once each term.
- Ensuring that all members of staff working with a child in school are aware of that child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and to make progress.
- Ensuring that all staff working with children in school, are working in unison to support learning and development, so the children can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any special educational needs.

It is the teacher's responsibility to ensure they have complete and up-to-date information about pupils with special educational needs by accessing the following documents:

- Woodthorpe Primary School SEND Policy
- Woodthorpe School SEND information report
- SEND Register
- Guidance in identification of SEND in the Code of Practice
- Information available through City of York Council's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all the pupils with special needs and their requirements.

Section 11: Admissions

Carr Junior School strives to be a fully inclusive school.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children receiving SEN Support and those with EHCPs.

For further details please refer to the school's Admissions Policy, a copy of which can be viewed at the school office.

Transfer to or from other schools:

When pupils transfer from other schools the SENCO will liaise with the appropriate staff to ensure all relevant information is received.

For pupils transferring to secondary school or to another primary school, the SENCO will liaise with the appropriate staff to ensure all relevant information and records are passed on.

Section 12: Complaints

Parents should speak to their child's class teacher in the first instance. If an issue cannot be resolved informally, parents should refer to Carr Junior School's Complaints Policy which may be viewed on the school website..

Section 13: The Local Offer

In addition to school based support, York's Local Offer provides a wealth of information on the local authority's support for families and can be accessed on the City Of York Council website or by clicking on the link below:

<http://www.yor-ok.org.uk/families/Local%20Offer/local-offer-original.htm>