

# Hillborough Junior School

## Special Educational Needs Policy



Adopted: September 2021

Review: Annually by Curriculum & FGB

### Rationale

We believe that a child has Special Educational Needs or Disabilities (SEND) if he or she has a disability or learning need that impacts their life in school and/or learning, which calls for special educational provision to be made for him or her and in accordance with the Children and Families Act (2014) together with the Code of Practice 2014 (last reviewed 2020). We endeavour to make Special Provision based on those needs. Regard should also be taken of the Equality Act (2010) and the Special Educational Needs and Disability Regulations 2019.

### Fundamental Principles

- There should be regard to the views, wishes and feelings of the child and the child's parents/carers.
- It is important that the child and their parents/carers participate as fully as possible in decisions and we endeavour to provide the information and support necessary to enable participation in those decisions.
- We aim to support the child and their parents/carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

### Additional Principles

- A child with special educational needs and/or disability should have their needs met.
- The special educational needs and/or disabilities of children will normally be met in mainstream schools or settings.
- Children with special educational needs and/or disabilities should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

### Objectives

- To ensure that there is high quality provision to meet the needs of children with SEND is a matter for the school as a whole.
- To facilitate early identification of children with SEND and early intervention, with appropriate resources, to support them.
- To pass on to relevant staff information received about a child's SEND as soon as possible.
- To provide children with access to all areas of the National Curriculum.
- To enable children to progress at their own rate.
- To encourage parental involvement in every aspect of their child's development.
- To enable individual children to participate as fully as possible in the decision-making processes involved.
- To collaborate with other educational professionals, as well as those in health and social care services to provide the best support for children.

### **THE ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES.**

The name of the school's SEND Co-ordinator and Inclusion Manager responsible for the day-to-day operation of the policy is **Mrs P Whelan**.

The SEND co-ordinator is responsible for: -

- The day-to-day operation of the school's SEND policy.
- Liaising with and advising teachers.
- Co-ordinating provision for children with SEND.
- Aiding the class teachers to monitor and review IEPs.
- Liaising with teachers and ensuring that up to date information regarding additional support offered to children is recorded on provision maps (in Years 3-6).
- Liaising with parents of pupils with SEND, in conjunction with the class teacher.
- Liaising with external agencies and other schools.
- Ensuring and maintaining confidentiality at all times.
- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.

Children have a Learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

c) are under compulsory school age but would be likely to fall within the above definitions (a and b) when they reach school age or would do so if special educational provision was not made for them.

*(The above definition of SEN is taken from P4/5 of the SEND Code of Practice 2014/15.)*

Areas of Special Need: -

- Communication and interaction e.g. language difficulties and autism.
- Cognition and Learning e.g. learning difficulties and specific learning difficulties.
- Social, Emotional and Mental Health e.g. attachment disorder.
- Sensory and/or Physical e.g. visual or hearing impairment.
- Medical conditions.

Many children who have SEN may have a disability, defined by the Equality Act 2010 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.' Children with disabilities do not necessarily have SEN but there is significant overlap between disabled children and those with SEN.

### **Admission arrangements for pupils with SEND without an Education, Health and Care Plan (EHCP)**

The arrangements for these children do not differ from those of other children unless there is a medical condition needing special facilities. In this case, consultation between Parent, Staff and Welfare takes place prior to entry.

### **Special facilities which increase or assist access to the school by pupils with SEND**

The school building is totally on the level and easily accessible to wheelchairs. There is a ramp for wheelchair access onto the playground. Some toilets have handles to make use easy, there is a designated disabled toilet, and classrooms and the school environment are regularly assessed with the needs of pupils in mind and any alterations made.

## **IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SEND**

### **Allocation of resources to and amongst pupils with SEND**

A small part of the SEND allocation in the budget is controlled by the SEND Co-ordinator, who uses it to maintain a central store of SEND support materials, which are listed in an inventory. Class teachers are resourced from this as necessary.

The major part of the allocation is spent on staffing. We use a combination of teaching and non-teaching support within the classrooms, which is overseen by the class teacher. Some children requiring a great deal of support for SEND in the area of cognition and learning attend a small group setting during literacy and numeracy sessions which is run by an HLTA (higher level teaching assistant) in accordance with the SENCO, and usually at least 2 other LSAs. There are normally between two and four LSAs working in each of the lower sets in Literacy and Numeracy, who can give support to those children who are experiencing greater difficulty than their peers in either subject. There is usually one LSA providing support within the classroom in each class throughout the afternoons.

### **Identification and assessment arrangements and review procedures**

In order to facilitate the early identification of pupils with SEND, a liaison between the Junior and Infants schools' SEND co-ordinators normally takes place before the children transfer schools. Liaison with SEND co-ordinators at other infant schools will take place where possible, if the child/children transferring are identified as having a SEND. Those children identified as having difficulties are noted and future strategies are worked out. The records, including IEPs are transferred with the child. Children's skills and levels of attainment (including reading and spelling ages) are normally assessed by the Year 3 staff during the first half term in the autumn and this builds on the information provided by previous settings.

### **Approach towards action and interventions**

**We have adopted a graduated approach of action and interventions but will review this throughout the years, as more information is provided by the Local Authority relating to the Code of Practice.**

Regular assessments should be made by all class teachers for all pupils to help to identify pupils making less progress than expected, given their age and individual circumstances. This can be characterised by progress which is significantly slower than that of their peers starting from the same baseline, fails to match or better the child's previous rate of progress, fails to close the attainment gap between the child and their peers and widens the attainment gap. Teachers may also identify other areas (not just attainment) where children are not making progress for instance where a pupil needs to make additional progress, for example, in relation to social needs.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or

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if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

We recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there is consideration of whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach is considered (such as TAF – team Around the Family). We also recognise that other events (e.g. bereavement) can lead to learning difficulties or wider mental health difficulties. We aim to make appropriate provision for children's short term needs (which may be severe) in such circumstances and consider whether a child has SEN if difficulties persist.

### **First step**

The first response to such concerns about progress is to aim to provide high quality teaching by the class teacher, targeted at their area(s) of weakness. This includes looking carefully into such matters as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively. The child will be added to the 'green' section ("could have additional support") on the school's provision map and any measures that are put into place to support them will be identified on this. We are continuing to use the term '**monitoring**' to describe children at this stage within the school but this shall be reviewed throughout the academic year.

### **Second step**

Where progress continues to be less than expected, the class teacher, working with the SENCO, assesses whether the child has a SEN. While informally gathering evidence (including the views of the pupil and their parents) school should put in place extra teaching access to small group support, 1:1 work with an LSA or other interventions designed to secure better progress. The pupil's response to such support can help identify their particular needs.

When SEND is identified, support for children is tracked as part of Provision Management, within the 'yellow' section on the Provision Map ("should have additional support"). The class teacher should inform the SENCO of the differentiation or interventions (including the ratio of staff to pupils and frequency with which the work is carried out) which are taking place for individuals and this forms a document which is kept with the SEND information for each class. Parents are kept informed of progress and are given the opportunity to discuss and review the interventions in place through meetings with the class teacher at Parents' Evenings. Parents may also request additional meetings with the class teacher at any time to discuss their child's needs. The SENCO can see parents via appointment. We use the term SEN support to describe children at this stage within the school. An IEP (Individual Education Plan) may be put in place at this time to provide the child with achievable targets to focus their development and next steps. IEPs are shared with parents each term.

### **Third Step**

If a child's progress still gives cause for concern, the SEN co-ordinator requests parental permission to seek advice from the external specialist relevant to the child's needs. (e.g. Learning Support Service, Educational Psychological Service, Social Services and Behaviour Service), through the medium of the termly School Liaison Meeting.

This support may take the form of: -

- Advice to teachers/LSA's on teaching strategies, classroom management or curriculum materials.
- Guidance on curriculum development for children with SEND.
- Identification, observation and assessment of pupils.
- Use of technology including information technology.
- Practical support for classroom teachers.
- Professional development of teachers working with pupils with SEN.

The SEND co-ordinator and class teacher should consider the advice given and information collected on the child's needs and may draw up an IEP. This is a plan for learning. It can provide a working record of strategies undertaken, adaptations to programmes of work being followed and additional help given. The IEP should identify the nature of the child's learning difficulties and record strategies and targets that are additional to or different from normal classroom differentiation. By breaking down the existing levels of attainment into finely graded steps and targets, we aim to make sure that children experience success. Parents are sent a copy and should be given the opportunity to discuss this with the class teacher and/or SENCO. These are regularly reviewed, monitored and updated. Teachers and LSAs support the children with these targets in classroom based activities and interactions with others. The file of IEPs is passed on to the new class teachers as the child progresses through the school.

Support for children is also tracked as part of Provision Management, within the 'red' section ("must have additional support"). We also use the term "SEN support" to describe children at this stage within the school. The child's progress should be monitored every term until there is no further cause for concern or until, as in a small minority of cases, review indicates a probable need for formal assessment.

### **EHC (Education, Health and Care) Plan provision**

If, after consultation with both parents and relevant professionals, the decision is made to ask for a formal assessment by the Local Authority (LEA), the SEND co-ordinator collates all relevant paperwork including reports, assessments, examples of work, IEPs, parental views and records of communications with parents and specialists. This information is then submitted to the SEN Moderation Group who considers the need for a statutory assessment and, if appropriate makes a multidisciplinary assessment.

The Statutory Provision Assessment Group (SPAG) then considers the need for an Education and Health Care Plan and, if appropriate, devise this in conjunction with key professionals, school staff, parents and the child themselves and arranges, monitors

and reviews provision detailed on this regularly. From September 2014, all new documents produced have been EHC plans.

We follow the graduated approach for children in need of additional support and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs through discussion. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum, including the national curriculum.**

Hillborough Junior School is a three form mixed ability entry school.

All children have an entitlement to a broad and balanced curriculum, which should be differentiated to enable children to:

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

Teachers aim to use a range of strategies, including quality first teaching and a variety of resources and support, to meet children's special educational needs. Lessons should have clear learning objectives, with work differentiated appropriately, and assessment used to inform the next stage of learning.

All classes should follow the English and Maths curriculum predominantly during the mornings, with the National Curriculum. The children within each year band are split according to ability into three groups (in addition to the small group setting) for both English and Maths as per the English and Maths policies. This enables available support to be targeted primarily at all the children with SEN within that year group. Non-teaching provision normally enables us to have support within the class.

In the afternoon lessons, differentiation plus available support should allow all children access to the other National Curriculum subjects. We aim to support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the

classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

We can make the following adaptations to ensure all pupils' need are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Clicker, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting teaching methods and strategies to ensure that it is accessible to all.

### **Criteria for evaluating the success of the school's SEND policy**

Success of the policy will be judged on the motivation, well-being and progress of the children identified as having special educational needs and/or disabilities.

- There is on going feedback from the class teachers to the SEND Co-ordinator.
- Early identification of a child's special educational needs.
- IEPs and Provision Maps are reviewed each term and the children's progress at each stage of assessment is regularly monitored.
- Annual review of Education and Health Care Plans.
- Evidence of improved performance of SEND children.
- Teachers meet with parents to discuss children's progress at open evenings, which are held twice a year. In addition the SEND co-ordinator involves the parents who are encouraged to come to the school at any time to share their views and experiences of their child at home.
- Children's reading and spelling ages are tested two or three times a year. This together with a portfolio of dated work enables us to monitor the children's progress.
- Children are observed in both formal and informal situations, both in and out of the classroom, in order to gain a complete picture of the child. Self- esteem, self-confidence, leadership, sociability and formation of relationships are examples of criteria for evaluation.

### **Arrangements for considering complaints about the special educational provision within the school**

Complaints should be addressed in the first instance to the SEND co-ordinator who will inform the class teacher and contact the parents, as soon as possible, to arrange a meeting to discuss the problem. If the problem is unresolved after this first meeting the parents will be referred to the Headteacher for further discussion. If the problem remains unresolved there is a formal complaint procedure to the Governor for SEND who will inform the Governing Body.

### **STAFFING POLICY AND PARTNERSHIPS WITH BODIES BEYOND THE SCHOOL**



### **SEN in service training**

All staff should be made aware of available courses for Special Educational Needs and the need to cascade information acquired from these courses to other members of staff. Specialists from the Support Services may be invited to various staff meetings and in-service days to help with strategies for special needs children. Class teachers are actively encouraged to participate in specialist training when a child enters their class with specific needs.

Non-teaching support staff should be informed of and encouraged to attend suitable courses. Any member of staff who is working on a 1:1 basis or within a small group with a child with specific needs is also actively encouraged to attend specialised training.

### **Use made of teachers and facilities from outside the school, including support services**

We have a School Liaison Meeting each term when the SENCO meets with members of staff from outside agencies, usually including the Learning Support Service, Alternative Learning and Progression Service and the Educational Psychologist. Other professionals may also be invited, such as a member of the ASD team, social workers or medical staff etc. This meeting convenes to help with assessment of SEND children and for strategies to help them. A representative from the Learning Support Service is assigned to the school and is available to support with regards to a child's SEND, and in particular liaison with parents.

### **Links with health and social services, educational welfare services and voluntary services**

Whenever problems arise that give the staff cause for concern, the appropriate services should be contacted. These can range from aspects of health, e.g. hearing, speech and eyesight, problems with attendance, to concerns over a child's safety. The named teacher, family worker and/or the SEND co-ordinator attend meetings such as child protection reviews as necessary.

### **Arrangements for partnerships with parents**

Contact is made with parents at open evenings, when the class teacher endeavours to see the parents of children whose progress is giving cause for concern. If this proves difficult the teacher or SEND co-ordinator may try to contact the parents, in the first instance by phone, to make an appointment to discuss the child's problems or, possibly by letter or by home visit. When contact has been made, parents should be made aware of the availability of the SEND co-ordinator or staff for help and advice and they are encouraged to take an active part in the child's education. Such strategies include 'paired reading', help with 'look, say, cover and write' method of learning spelling skills, looking at letter patterns within words, help with alphabet

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learning and dictionary skills. These sessions are organised by our Family Workers. Home visits can be made if it is very difficult for the parents to come into school themselves. When there is a communication problem with non-English speaking parents, assistance with translation is sought. A record should be kept of discussions with parents.

On entry to Year 3, all parents are informed by letter if their child has transferred into the school and has been identified as having Special Educational Needs and/or Disabilities. This decision is initially based on records in the child's file and/or discussions with staff at the child's previous school. Parents are invited to meet the SENCO at this time, if they wish.

### **Pupil Participation**

We need to ensure that our children have a voice in their own educational processes. They should feel confident that they will be listened to, that their views are valued and when appropriate, they should participate in all the decision-making processes, from the setting of learning targets through their IEPs to the choice of High School.

### **Links with other agencies**

As well as working closely with the Lifelong Learning Services, the school works in partnership with other agencies such as Health and Social Services.

### **Links with other schools including arrangements when pupils change schools**

Arrangements between the Infant and Junior schools have already been described. When SEND children from other schools transfer in, the SEND co-ordinator should contact the previous school and request the child's records so that the process of assessment is not disrupted. Similarly when a child transfers to another school all relevant papers are passed on to the SEND co-ordinator at the new school.

In the case of transfer to secondary school the relevant SEND co-ordinators usually meet with and observe the children and consult our special needs staff. In addition, when children with EHC Plans are due to transfer to secondary school, staff from the schools concerned are invited to attend the review that takes place in year 6 (where possible). A transition plan is drawn up, usually with involvement from the child's parents, the SENCO of the relevant high school and the authority's Learning Support Service representative, alongside the SENCO.

### **Specialist Learning Provision**

There is a provision on site offering places for children from schools of the South Area Partnership of Luton who are emotionally, socially and behaviourally challenged. These children will be included within mainstream classes at Hillborough Junior School where possible, with support provided by the provision staff. **Access to the Provision is through referrals from all schools in the South Area Partnership and is not**  
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**automatically given to children attending Hillborough Junior School. Children on the mainstream role at Hillborough will not attend the Provision unless granted access through the official referral channels, as is consistent with all other schools.**

## **IMPLEMENTATION OF POLICY**

### **Priorities and Targets**

Priorities for SEND in both the short and long term are identified in the School Development Plan and are reviewed annually.

### **Evaluation and Review**

The governing body has due regard to the Code of Practice 2014/15 when carrying out its duties toward all pupils with special educational needs.

There is a governor with responsibility for SEN. They will, after consulting with the SENCO, report to the Governing Body. The Governors Annual Report to parents includes a section on SEND.

When needed, we put in place additional measures to safeguard our pupils from exposure to COVID-19.

This policy will be reviewed in September 2023.

Mrs Penny Whelan October 2022