

GREAT BRADFORDS JUNIOR SCHOOL

Special Educational Needs Policy

Adopted: Spring 2023

Headteacher:

Chair of Governors:



Together we learn; together we grow

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1. GREAT BRADFORDS JUNIOR SCHOOL

OUR VISION: “Together we learn; together we grow”

OUR MISSION: To work together to develop the whole child socially, morally, physically, intellectually and emotionally so that all our pupils become independent, happy, healthy and responsible citizens.

AIMS

As a safe and secure learning community, we aim to fulfil our mission by:

- Providing a broad and balanced curriculum
- Motivating all children to become independent thinkers
- Developing the skills to be a lifelong learner
- Encouraging an active lifestyle
- Recognising and celebrating successes

Outcome:

Every child at Great Bradfords Junior School will be GREAT because they are:

Growing to be

Resilient,

Enthusiastic,

Aspirational learners

Together

2. Definition of Special Educational Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This may be a special need or disability relating to social emotional and mental health (SEMH). Attention Deficit Hyperactivity Disorder (ADHD), physical disability, autism, a life limiting condition or a sensory processing need.

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

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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, 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.

3. SEN Aims

The school will have regard to the SEN Code of Practice (January 2015) when carrying out its duty to children with SEN.

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

At Great Bradfords Junior School we recognise that all teachers are teachers of pupils with SEND and are therefore responsible for meeting the needs of all individuals by:

- i) Ensuring high quality teaching is available to the whole class; differentiating the curriculum and using appropriate teaching styles to meet the variety of learning styles that pupils have;
- ii) Providing support through the graduated approach of “Assess, Plan, Do, Review”, as described in the Code of Practice (January 2015)
- iii) assessing their needs in consultation with the SENDCo, parents and pupils and with outside agencies. Parents and children will play key roles in decisions;
- iv) providing suitable research-based interventions which will help individuals to consolidate and practise the skills they need.

4. Arrangements for Co-ordinating SEN Provision

The Special Educational Needs Co-ordinator (SENDCo) supports the Headteacher and governing body in determining the strategic development of SEND policy and provision in the school. The SENDCo has day to day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education and Health Care Plans (EHCP).

i) Responsibilities of SENDCo

The key responsibilities of the SENDCo are:

- a) overseeing the day-to-day operation of the school's SEND Policy;
- b) co-ordinating provision for children with SEND
- c) liaising with the relevant Designated Teacher where a looked after pupil has SEND
- d) advising on the graduated approach to providing SEND support
- e) advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- f) liaising with parents of pupils with SEND
- g) liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- h) being a key point of contact with external agencies, especially the local authority and its support services
- i) liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- j) working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- k) ensuring that the school keeps the records of all pupils with SEN up to date
- l) contribute to in-service training of LSA Team
- m) contribute to managing timetables of all learning assistants

ii) Admission Arrangements

In addition to the Admissions criteria published by the Essex County Council and the general arrangements outlined in the school policy, the following procedure will operate for children with SEND:

- a) Where children entering the school have already been identified as having SEND, the SENDCo will collate and summarise all the information which is sent from other sources and pass to relevant class Teachers. Children with SEND will be invited for extra visits if necessary. Parents with children with SEND are invited to meet with the SENDCo prior to their admission to the school.
- b) If records are not available, the SENDCo will attempt to contact appropriate sources. He/she will also gather information from the parent(s) and the pupil.
- c) A comprehensive class -based screening programme of the Year 3 cohort will enable us to have a clear picture of pupils' needs on entry. This screening programme is also extended to include children who join the school during the academic year.

iii) Identification

Pupils who cause concern to teachers and parents will be identified as early as possible and, if appropriate, placed on the register of SEND Support. This will include, but is not exclusive to, pupils making less than expected progress given their age and individual circumstances. Areas of need may be in communication and interaction, cognition and learning, social, emotional and mental health or sensory and physical. Such progress is defined as progress which:

- Is significantly below 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
- Widens the attainment gap

It can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

iv) **Provision and Assessment**

The needs of the majority of children will be met in the classroom. For others there will be an ordinarily available graduated response to their needs. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, learning support assistant or SENDCo and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

v) **Partnership with external agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENDCo will usually make the necessary arrangements and discuss with parents/carers accordingly.

vi) **Partnership with Parents/Carers**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views. The school will also update parents/carers with relevant information.

vii) **Evaluating the Success of the SEN Policy and Provision**

The SENDCo will annually present to the Governing Body the Action Plan. Included in this report are recommendations and priorities relating to:

- SENDCo;
- children on SEN register;
- training needs (SENDCo, individual teachers, whole staff, learning assistants)
- SEND administration support;
- equipment/resources.

At termly Governing Body meetings the Link SEND Governor has opportunity to provide reports and outcomes/recommendations following monitoring and review activities with the SENDCo.

ix) **Arrangements for Considering Complaints about SEN Provision**

The school's general provision for managing complaints is set out in "What to do if you have a concern about your child at school". The procedures for complaints relating to

SEN issues follow the same general provision. The school's complaints policy and guidance is accessible either from the school's website or via the school office.

x) **Arrangements for SEND Training**

In order to meet the demands of the Code of Practice, there is a commitment to the training of all school staff both in attending external courses and through in-house training.

xi) **Transition**

Children with SEND who transfer from other schools are supported through their induction to the school by the class teacher, SENDCo and by classroom buddies to ensure that they have a smooth transition. The following is an example of how transition arrangements are already in place:

- a) Liaison with SENDCo at partner Infant and Nursery School;
- b) Annual visit from SENDCos of secondary schools where the needs of each pupil on SEND support and those with EHC Plans are discussed
- c) All relevant paperwork relating to each individual is discussed and either received from the Infant School or given to the appropriate secondary school SENDCo.
- d) Pupils in Year 2 visit Year 3 on several occasions to take part in various activities;
- e) Pupils in Year 6 visit appropriate secondary schools to take part in a variety of activities.
- f) Pastoral support for transition in Year 6.

xii) **Related policies, plans and strategies**

In reading the Special Educational Needs Policy it is important that reference is also made to the following related documentation:

- Positive Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Special educational Needs and Disability Code of Practice 0 to 25 years Statutory Guidance 2015
- Children and Families Act Part 3 2014
- Essex Local Offer
- Individualised Adjustment Plan (IAP) Policy and Operational Framework