



SEND Policy

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To enable all children to have full access to all elements of the school curriculum.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report



3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Emma Relton. Available to contact at jferelton@junctionfarm.org.uk or via the school office on 01642 781586.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor is: John Atkinson

They will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this



- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Junction Farm currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.



Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns, where possible
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and 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.

Support plans are written for each child with SEND that follow the: **assess, plan, do, and review** process. These plans include all of the above information and will be reviewed with the parent and child termly.

5.5 Supporting pupils moving between phases and preparing for adulthood

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- Your child will be able to visit our school and stay for a taster session, if this is appropriate.
- The SENCO will liaise with the previous school in preparation for transfer.



- All relevant documents will be obtained to give school and staff a full overview of the child and their needs.

If your child is moving to another school:

- We will contact the school SENCo and ensure they are aware of any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher.
- Children have a transition day before the end of the school year where they meet their new teacher, where possible with new staff starting school, as well as meeting their class. We aim to transition children in the new classroom they will be in to give them advance notice of where their new class will be within school.

In Year 6:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Throughout school, children may require additional support than that provided by quality first teaching. If this is the case, interventions are created and implemented for children.

They are personalized and cater to the children's specific needs. These interventions are organized and planned by teachers but could be delivered by class teachers or teaching assistants.

Teaching assistants can be deployed to support the whole class or support children on a 1:1 basis within the classroom or in a quieter environment.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs 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, staffing and environment
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Following recommendations about a child's placement in the classroom



- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Evaluating the effectiveness of SEN provision

In order to ensure children with SEN are making good progress, SEN provision is regularly monitored and evaluated by the SENCO and Senior Leadership Team.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring school data and comparing it to different cohorts of children
- Using provision maps to track and measure progress
- Holding annual reviews for pupils with EHC plans
- Quality assure support plans for each child with SEN to ensure that targets are SMART

5.9 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

At Junction Farm, we have a strong belief that learning does not just occur within the classroom. Therefore, we offer a wide range of residential trips to a number of year groups. As a school we are passionate about the importance of outside learning and offer residential trips for Year 2, Year 3, Year 4, Year 5 and Year 6.

All pupils are encouraged to take part in sports day, school plays, special workshops, etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Activities and school trips are available to all.
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required a member of staff will be assigned to the child.
- Residential trips, which are available to Year 2 to Year 6, are accessed by all. Meetings will be held prior to the trips to ensure the child is fully supported and their needs are met away from school and home. In some cases, 1:1 support may be required which will be provided.

5.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council

We have a zero tolerance approach to bullying.

5.11 Working with other agencies

We take into account the holistic view of a child and acknowledge individual needs other than education. Therefore, as a school we work closely with external agencies in order to fully support



children and meet their needs. School may make referrals to agencies in order to assess children are request additional support or advice on meeting a child's needs.

In other cases, agencies who have worked with children outside of school may contact us to offer advice. This is always welcomed and provides school with opportunities for further training and development.

5.12 Complaints about SEN provision

Complaints or concerns about SEN provision in our school should be made to Emma Retlton the school SENCo in the first instance. They will then be referred to the school's complaints policy or passed on to the headteacher, Karen Norton. Concerns can also be raised with the school SEN Governor, Mr John Atkinson.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.13 Contact details of support services for parents of pupils with SEN

If you require any additional information about services to support children with SEN, please follow the link to the local offer page provided by Stockton. Here you will find links and resources to a wide range of agencies and support.

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

6. Monitoring arrangements

This policy and information report will be reviewed by Emma Relton. It will also be updated if any changes to the information are made.

It will be approved by the governing board.

The SENCO monitors the movement of children on the SEN register and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions