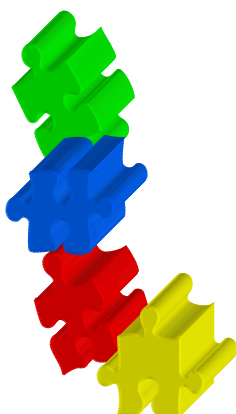


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SEND policy and information report

South End Junior School



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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At South End Junior School we aim to:

- Provide a broad, balanced and challenging curriculum for every individual child and promote an enthusiasm for lifelong learning
- Secure high levels of achievement for all
- Meet individual needs through a wide range of provision
- Attain high levels of satisfaction and participation from pupils, parent and carers
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- Work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- Promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others

Our objectives are:

- to identify and provide for pupils who have SEND and additional needs
- to work within the guidance in the SEND Code of Practice (2014)
- to operate a "whole pupil, whole school" approach to the management and provision of support for SEND
- to provide a Special Educational Needs Co-ordinator (SENCo) who will work within the SEND policy
- to provide advice and support for all staff working with pupils with SEND
- to create a fully inclusive environment through a personalised approach including person centered practices

At South End Junior School, we endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum. Special Educational Need and Disability (SEND) might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment. We focus on individual progress as the main indicator of success. It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned provision, which addresses the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

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 the 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 (Director of Inclusion) is ***Mrs Amy Izycky***
aizycky@southend-jun.northants.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- › Work with the headteacher and Director of Inclusion to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the Director of Inclusion and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEND

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 Director of Inclusion to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

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

- › Communication and interaction, for example autistic spectrum disorder, speech and language difficulties
- › Cognition and learning, for example dyslexia, dyspraxia, dyscalculia
- › Social, emotional and mental health difficulties, for example attention deficit hyperactivity disorder (ADHD), attachment needs
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

5.2 Identifying pupils with SEND 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. 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 SEND.

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.

Stage 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with SEND. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map, which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Stage 2 Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require provision, which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school, i.e. they have a SEND as defined by the SEN Code of Practice 2014.
- Intervention for pupils on the SEND register will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number of the pupils on the SEND register will require additional Early Help Locality funding, for which an application needs to be made to the Local Authority, to ensure their underlying SEND is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her SEND, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- Our version are called Personal Growth Plans (PGPs), which through careful and considered targets, enable the child to grow academically, socially and emotionally.
- Our PGPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working document which can be constantly refined and amended.
- Our PGPs will only record that which is *additional to* or *different from* the differentiated curriculum plan, which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more English” or “more maths”
- Our PGPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”
- Our PGPs will be based on informed assessment and will include the input of outside agencies
- Our PGPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
- Our PGPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our PGPs will have a maximum of four short / medium term SMART targets set with the pupil
- Our PGPs will specify how often the target(s) will be covered
- Our PGPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for a PGP will be arrived at through :
 - Discussion between teacher and the Director of Inclusion
 - Discussion, wherever possible, with parents/carers and pupil
 - On occasion, discussion with another professional
- Our PGPs will be reviewed at least termly by class teachers in consultation with the Director of Inclusion.

Stage 3 Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND register (above) and, in addition to this, will have an Annual Review of their plan.
- Our School will comply with all local arrangements and procedures when applying for
 - Early Help Locality Funding
 - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the SEN Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Children’s needs should be identified and met as early as possible through:

- The analysis of data including whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements (Graduated Approach of assess, plan, do, review)
- Following up parental concerns
- Tracking individual children’s progress over time
- Liaison with feeder schools on transfer
- Information from previous schools

- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND support from the school's devolved budget or in receipt of Early Help Locality funding. This provision map is updated termly through meetings between the teachers, TAs and the Director of Inclusion.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a SEND is significant.

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
- 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 and given to their parents.

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

South End Junior school aims to work in partnership with parents and carers by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform the school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in drawing up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with EAL.

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning

- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- Monitor their success at achieving the targets on their PGP

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the Director of Inclusion 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 or behaviour
- › Other 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will ensure early and timely planning for transfer to a pupil's next phase of education. The Director of Inclusion will hold transition meetings to share information with the school the pupil is moving to for all pupils in receipt of additional SEND support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at Year 5 Annual Review meetings.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and additional support as required. Pupils will be included in all "class transition days" to the next phase, but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the Director of Inclusion will liaise.

5.6 Our approach to teaching pupils with SEND

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be scaffolded and adapted for individual pupils.

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. From Year 3 to Year 6 we set personal, short step, ongoing targets for English and Mathematics.

We offer a range of extra-curricular activities for our children. These activities offer children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs, as well as trips and visits.

We will also provide the following interventions:

- Speech and Language, including Talkabout for Children and Speaking in Sentences
- Read Write Inc
- Fresh Start
- Word Wasp
- Precision Teaching
- Daily reading
- Word Aware
- Colourful Semantics
- Clicker 8
- Numicon
- Numberstacks
- Number Sense
- TT Rockstars
- Numbots
- Power of 2
- Protective Behaviours
- Socially Speaking
- Zones of Regulation
- Talkabout for Children
- Lego Based Therapy
- Social Stories
- Drawing and Talking
- Superflex

5.7 Adaptations to the curriculum and learning environment

Our accessibility plan increases the extent to which disabled pupils can participate in the curriculum. We make the following adaptations to the curriculum and learning environment to ensure all pupils' needs are met:

- Adapting 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, etc.
- › Adapting and scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- › Providing evidence based interventions as appropriate
- › Termly PGP reviews
- › Regular home school liaison

5.8 Additional support for learning

We have class based and SEND teaching assistants who are trained to deliver interventions and support in class.

Teaching assistants will support pupils on a 1:1 basis when additional funding has been agreed with the Local Authority. As a Targeted level mainstream provider we contribute the first £6,000 of the additional educational support provision for learners with SEND from the notional SEND budget.

Teaching assistants will support pupils in small groups when it is felt that this is more beneficial to them than being in a whole class environment for a particular lesson or part of the lesson.

We work with the following agencies to provide support for pupils with SEND:

- › School Nursing Team
- › Specialist Support Service
- › Educational Psychology Service
- › Community Paediatrician
- › Speech and Language Therapist
- › Visual Impairment Team
- › Mental Health Support Team
- › Education Inclusion Partnership Team
- › Occupational Therapist
- › Bereavement Counsellor
- › Trauma Therapist
- › Social Worker

5.9 Expertise and training of staff

In accordance with Section 6 of the SEN Code of Practice 2014, our Director of Inclusion will be a qualified teacher working at our school and will have statutory accreditation. If a new Director of Inclusion is appointed, he/she will gain statutory accreditation within three years of appointment.

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 Director of Inclusion to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with children with SEND. The school's Director of Inclusion attends any appropriate meetings in order to keep up to date with local and national updates in SEND.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and Senior Leaders will be responsible for reporting to Governors on the efficiency of these arrangements (including value for money). Our school will, wherever possible, join with other schools and academies in joint commissioning and quality assurance arrangements.

5.10 Securing equipment and facilities

When specialist equipment or a high level of staffing support is required to support a pupil with SEND, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Early Help Locality Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools or academies in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Documents' relating to pupils on the SEND register is kept electronically by the Director of Inclusion or securely filed within the pupils' SEND file in the headteacher's office. Pupil records will be passed on to a child's next setting when he or she leaves the school.

5.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term on their Personal Growth Plan (PGP), which takes the role of an Individual Education Plan (IEP)
- Reviewing the impact of interventions every 6-8 weeks
- Analysing pupil, staff and parent surveys
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Drops and Stops in the classroom
- Learning walks
- Work sampling
- Joint monitoring with subject leaders or other members of the Senior Leadership Team
- Pupil progress and attainment tracking
- Monitoring attendance
- Annual report to Governors
- Attending parent meetings

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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

All pupils are encouraged to go on trips, including residential trips.

All pupils are encouraged to take part in sports day, productions, workshops etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated. If we are oversubscribed, we will prioritise pupils with disabilities.

Please refer to our Accessibility Plan for more detailed information on how we improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide and how we improve the availability of accessible information to disabled pupils.

5.13 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 SEND are encouraged to be part of the school's Junior Leadership Team
- Pupils with SEND are encouraged to be part of clubs and extra-curricular activities to promote teamwork, building friendships and other social skills
- We have a zero tolerance approach to bullying.
- Every classroom has a regulation basket and a worry eater
- Pupils who need it have a named key adult and safe space
- We have a variety of pastoral interventions available for pupils who need them
- We have a pastoral support worker who can work with specific pupils as needed
- All staff are trained in emotion coaching to support emotional regulation
- We work closely with the Mental Health Support Team and other external agencies
- We have achieved the silver TaMHs accreditation
- We fund therapy for pupils who require it

5.14 Working with other agencies

Where necessary, we refer pupils to outside agencies for additional advice and support, in liaison with parents and carers. Where outside agencies are involved, we work closely with these professionals.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance, then the Director of Inclusion, then the head teacher. The Governor with specific responsibility for SEND may be involved if necessary. If it cannot be resolved, they will then be referred to the school's complaints policy.

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

5.16 Contact details of support services for parents of pupils with SEND

- Educational Psychology Service, contact number 01604 361416
<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>
- Educational and Inclusion Partnership Team, contact number 0300 126 1000
<https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/471-educational-inclusion-partnership-team-eip>
- Specialist SEND Support Service
<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/default.aspx>

Information Advice Support Service, contact number 0300 373 2532
SENDIASS@northnorthants.gov.uk
<https://www.iassnorthants.co.uk/Pages/home.aspx>

- Virtual School for Looked After Children, contact number: 01604 365 912
<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>
- Primary Behaviour Outreach Support (Maplefields Team), contact number 01536 409040
<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/support-for-schools-in-dealing-with-a-child's-behaviour.aspx>

5.17 Contact details for raising concerns

Amy Izycky (Director of Inclusion) aizycky@southend-jun.northants.sch.uk 07387 118210

Gurdip Kaur (Headteacher) gkaur@southend-jun.northants.sch.uk 01933 314611

5.18 The local authority local offer

For more services for children and young people in Northamptonshire with SEND, please go to the Local Offer:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

6. Monitoring arrangements

This policy and information report will be reviewed by Amy Izycky (Director of Inclusion) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- LAC Designated Teacher
- Child Protection and Safeguarding
- Anti bullying
- Admissions
- EAL