



## **Park Junior School**

### **Policy for Special Educational Needs**

#### **Safeguarding Statement**

At Park Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Park Junior School. We recognize our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This ethos is created by putting policy into practice by all adults using this and other relevant school policies.

Version Number	Purpose/Change	Author/ Reviewer	Date
0.1	Re-write to incorporate updated content and format	LK	15/03/13
0.2	rewritten	School Sendcos and LK (Governor)	15/06/2015
0.3	Reviewed and amended Ratified by Governors	RG	Sept 2016
0.4	Reviewed and amended Ratified by Governors	RG/RMc	Sept 2017
0.5	Reviewed and amended Ratified by Governors	RG/LR	Nov 2018
0.6	Reviewed and amended Ratified by Governors	LR/RG	Sept 2019
0.7	Reviewed and COVID Annex Added Ratified by Governors	RG/LR/SR	Nov 20

# Park Junior School

## Policy for Special Educational Needs

### 1. What are Special Education Needs (SEN)?

In understanding the term Special Educational Needs the school works within the description set out in the 2015 SEN Code of Practice:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for a special educational provision to be made for him or her.’

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

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

Children and Young People may require special educational provision to be made for them arising from difficulties in the four broad areas of need described in the SEN Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### 2. Our School

The staff and governors of Park Junior School aim to provide a co-operative, supportive environment which will enable children to become adaptable, independent learners with an ability to communicate, socialise and empathise and to prepare them for the next stage of their lives. We believe that all children should be equally valued in school and that all children should flourish and feel safe in our school environment.

We pride ourselves on receiving children with complex needs who may have experienced difficulties in previous settings and we are successful in supporting them to integrate fully and play a full part in every aspect of our school life. Inclusion is a core value underpinning everything we do.

We have accessible buildings and fantastic accessible outdoor facilities including a sensory area in our eco-garden. Our outdoor areas are currently being re-developed to provide further opportunities for the children to use our outdoor spaces to further develop their social skills and learning.

As a junior school we receive children part way through their learning journey. To ensure smooth transitions liaison with Stonehouse Park Infant School is vital and continuous as is our liaison with the local secondary schools.

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to: communication and interaction needs, cognition and learning needs, social, emotional and mental health needs (including behavioural difficulties) and physical needs (including sensory, hearing and visual impairment). We recognise that pupils learn at different rates and that there are many factors affecting achievement and progress including: ability, emotional state, age, maturity, English being an additional language, as well as significant home-related circumstances such as attendance, bereavement and nurture. Many pupils, at some time in their school career, may experience difficulties which affect their learning; these difficulties are often short-term but may be long-term and necessitate on-going support. We aim to identify and meet these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

The SEN Coordinators is: Mrs Lynne Robbins

The SEN Governor is: Mr Chris Poole

The Designated Safeguarding Leads are: Mr Richard Gasser and Deputy Safeguarding Lead is Mrs Lynne Robbins

### **3. Objectives**

This policy is written with reference to the SEN Code of Practice 2015 (which is underpinned by the principles in Part 3 of the Children and Families Act 2014) and the graduated pathway set out in the Gloucestershire Guidance Booklet to Support Additional Needs including Special Education Needs and Disabilities 2014 2016 (Gloucestershire Invention Guidance 2016).

Through the implementation of this Policy we aim:

- To ensure that children with special education needs and/or disabilities are not directly or indirectly discriminated against, harassed or victimised. To ensure that all pupils with SEN are perceived positively by all members of the school community.
- To ensure that reasonable adjustments are made so that each child has full access to the curriculum through differentiation, including the provision of auxiliary aids and services for children that need it.
- To implement the school's SEN "Assess, Plan, Do, Review" cyclical identification and intervention process putting parents and children at the heart of every stage, so that needs are identified early and appropriate support, help and interventions are put in place to enable all pupils to achieve their full potential, ensuring that the gap between them and their peers is closed.
- To ensure that all staff, parents and governors understand the way SEN is provided for at our school and to publish information about SEN provision and achievement in accordance with current legislation and guidance.

### **4. Admission Arrangements**

No pupil is discriminated against, or refused admission on the grounds of a special educational need or disability. More information is available in the school's admissions policy which is available on the school website (see Policies and Links below).

## 5. SEN Roles, Experience and Training

		What they do
Mr R Gasser Mrs L Robbins	Headteacher Deputy headteacher	Strategic development of SEN provision. Monitors the quality and effectiveness of provision for pupils with SEN. Manage financial aspects of SEN provision.
MR J Parker	Chair of Governors	Monitor the implementation of the SEN policy including through meetings and school visits. Closely monitor the progress of SEN pupils. Monitor the budget in relation to SEN provision and cost effectiveness of provision. Understand the local and national context.
Mr C Poole	SEN Governor	Seek the views of pupils and parents/carers on SEN provision Report annually on SEN (published on the school website). Champion the needs of SEN learners in School
Mrs L Robbins	SENCo	Contribute to the strategic development of SEN provision Oversee day to day operation of the SEN policy. Co-ordinate the tracking of progress of pupils with SEN, evaluate the impact of provision and report on progress. Support teachers to ensure the full inclusion of SEN pupils within the school community. Support teachers to ensure access to the curriculum, facilities and extra-curricular activities. Maintain detailed records of provision made. Liaise with parents/carers and external agencies. Contribute to the professional development of teachers and teaching assistants. Carry out specialist assessment of needs. Teach individual or small group interventions.
	Class teachers	Responsible for identifying when additional support is required. Responsible for the planning, teaching, learning and progress of SEN pupils in the class. Responsible for the planning, support and assessment of interventions delivered by Teaching Assistants.
	Teaching Partners	In conjunction with the class teacher, deliver small group or individual teaching programmes tailored to suit individual needs.
	Family Support Worker	Helps individuals tackle difficulties in their lives through play therapy.
	ELSA (Emotional Literacy Support Assistant)	Responsible for: Supporting children with emotional and behavioural difficulties to enable them to effectively access the curriculum Supporting and encourage a learning environment throughout the school which allows children to acquire and develop emotional literacy skills Working with individuals or groups of children who are experiencing difficulties with emotional literacy or other aspects of school or home life; Establishing supportive, caring and secure relationships with children, and to be available to offer individual support and someone for a child to talk to;

		<p>Developing knowledge of a range of learning and behavioural support needs and to plan, devise and implement appropriate programmes to help develop children's emotional literacy skills and emotional well-being; Assessing and develop programmes to support the needs of children.</p> <p>Creating, developing and producing resources for use with intervention programmes, as appropriate;</p> <p>Ensuring that all records are kept up to date, distributed and filed in accordance with the school's procedures, and that appropriate levels of confidentiality are maintained.</p> <p>Liaising, and maintaining good working relationships with other staff, parents, outside agencies etc as required;</p> <p>Promoting respect, self-esteem and a positive, inclusive ethos for all children and adults throughout the school;</p> <p>Contributing to monitoring and recording pupils' progress and providing relevant feedback to teachers;</p>
--	--	--

In addition, specific staff have qualifications and/or specialist training in the following areas of expertise:

- Specific learning difficulties (including autistic spectrum disorder, dyslexia, dyspraxia and attention deficit disorders)
- Speech, language and communication
- Physical intervention programmes for gross and fine motor skills
- Phonics
- Diabetes management
- Management of children with a stoma.
- Cerebral palsy physical management.
- Mental Health first aid
- Positive Handling (Team Teach)

Training of all staff is on-going and flexible in order to meet the current needs of our SEN pupils. Training is delivered either by the SENCo or specialists in the subject area. The SENCo regularly attend county courses and briefings and report back via weekly staff meetings.

## **6. SEN Identification, Assessment and the “Assess, Plan, Do, Review” Process**

### **6.1 Identification**

Children are identified as requiring additional support at any point in his/her time at our school or, where a child is transferring to the school, through information provided by key workers in his/her previous setting. Where a child is transferring from another setting a meeting(s) are held to ensure smooth transition and any additional requirements, modifications or arrangements for visits are made. With Stonehouse Park Infant School and Maidenhill Secondary School this is an annual occurrence involving SENCos, class teachers and teaching assistants.

A child may be identified as having additional needs usually through one or more of the following:

- The school's system for regularly observing, assessing and recording the progress of **all** children
- Teacher concern
- Parental concern
- Outside agencies

### **6.2 “Assess, Plan, Do Review”**

The Code of Practice 2015 and the Gloucestershire Intervention Guidance 2018 describes a graduated response and process which allows a picture of need and support to be built up. This approach is used at Park Junior School. The stages of this graduated response are as follows:

### **6.2.1 Assessment**

The class teacher (in consultation with the SENCo if necessary) assesses the child's needs based on data and information provided by all parties over time and an evaluation of how the child has responded to any interventions that have already occurred. As appropriate, additional specialist assessments of his/her needs are carried out. At this point a decision is made whether or not the child needs SEN support and if his/her needs will be met through universal, targeted or specialist provision.

### **6.2.2 Universal Provision (Available to all)**

In order to make progress a child may require the adaptation or differentiation of the lesson and activities of the class lesson. The differentiation may involve modifying learning objectives, teaching styles, materials and access strategies. Under these circumstances, a child's needs will be provided for within the high quality whole class teaching and learning framework and he/she will be supported by the class teacher and teaching assistant(s).

Progress will be monitored through the school's routine system of individual Maths and English targets and termly teacher assessments. Progress will always be discussed with parents at the twice yearly parents' evenings, however the school has an "open door" policy of always welcoming parental input throughout the year. A report detailing the child's progress against age appropriate expectations is sent to every parent in Term 6.

Maths and English targets are reviewed and updated daily depending on lesson outcomes allowing us to identify where children are not making expected progress. In addition, all children's needs are reviewed termly in meetings between the class teacher and Senior Management Team.

We actively seek our pupils' views about every aspect of school life through pupil conferencing, individual and group discussion and annually, every child completes a My Profile document which includes what is important to him/her, his/her hopes and goals, what people like and admire about him/her and what helps/does not help them. This information is used for reviewing the child's views about his/her progress and to help the child's next class teacher plan for his/her smooth move "up" and to understand what helps and does not help them to learn.

### **6.2.3 Targeted Provision (Available to some including those with and without SEN support)**

Where a child does not make expected progress within universal provision based on assessment over a period of time (and other factors such as low attendance or social disadvantage have been discounted) the support will be more focused and targeted; the child will receive SEN support. At this stage the child's needs are detailed on a My Plan. The My Plan sets out the needs, outcomes, actions and resources to be used to achieve each of the agreed outcomes. The outcomes may not focus solely on learning needs so that the plan can take a more holistic view of all the factors which may be affecting the child's progress.

The children in receipt of SEN support are detailed on the school's SEN register. Children may be added to or removed from the SEN register throughout the school year. When SEND has been identified parents will be notified. They will be kept informed as SEN provision is made and notified when / if it ceases due to good progress. The register is reviewed in detail three times annually. When a child is in receipt of SEN support the details of all his/her additional support is recorded on the school's provision map.

Referrals to outside agencies may occur at this stage at this stage to provide further specialist advice and support. This may include with:

- General Practitioner
- Paediatrician
- Speech and language therapist
- Occupational therapist
- Advisory teachers (Communication and Interaction, Physical Needs)
- Educational psychologist
- Community family support worker
- Social Care
- School Nurse Service

Staff monitor progress through the school's routine systems detailed in the universal provision above and for children in receipt of SEN support staff, parents and pupils monitor progress through the use of My Plan meetings which occur three times yearly with the families, child, teacher and SENCo. In addition, the My Plan is reviewed with the child at the end of Term 6 to ensure a smooth transition to his/her next class or setting. In total, therefore, children in receipt of SEN support have at least three review meetings annually. At each meeting, progress against previous outcomes is reviewed and new outcomes are identified and agreed.

#### **6.2.4 Specialist Provision (Available to a few children in receipt of SEN support)**

Relatively few children will need a more individualised level of support and intervention; these are referred to as specialist approaches. At this stage the child's needs may be detailed on a My Plan +. The lead practitioner arranges a team meeting including the parents/carers, child and outside agencies as necessary. The team agree the outcomes, actions and resources to meet the identified needs from across all areas of the child's life.

Progress is monitored through the school's routine systems detailed in the universal provision above and through the use of My Plan + meetings which occur twice yearly with the parent/carer, child, teacher, SENCo and outside agencies. In addition, the My Plan + is reviewed with the child at the end of Term 6 to ensure a smooth transition to his/her next class or setting. At each meeting, progress against previous outcomes is reviewed and new outcomes are identified and agreed.

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

When following reviews of My Plan +s, it becomes clear that the child has educational needs that cannot be met from the school's resources, an EHC plan may be necessary. This is a statutory process which begins when a request has been received by the Local Authority (Gloucestershire County Council) from the parent/carer or the school. The request is looked by a panel which decides if an EHC plan is appropriate or not. Upon completion of an EHC assessment the decision will be made and all those involved with the child will be informed. An EHC plan is a statutory document, is agreed by all those involved with the child, and sets out what will be needed to ensure the child achieves his/her goals. It is reviewed and assessed at least once a year where a decision is made about the outcomes and whether the plan should be formally amended by the Local Authority.

Gloucestershire's transformation of Statements to EHC Plans is staggered by school year. More information can be found on the links below.

### **7. Funding**

The first £6,000 of additional support required by a pupil with high needs is met through the school's notional SEN budget. Pupils whose additional support needs exceed £6,000 are classed as high needs pupils and top up funding may be available from the Local Authority to meet identified additional needs via the EHC Plan process.

Pupil Premium funding is additional funding provided to schools to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The school receives £1,300 for each child who has a free school meal or is from a Service family and £1,900 for each looked after child. It may be appropriate to use this funding to meet outcomes on the My Plan including teaching approaches and interventions. The school decides how to spend its Pupil Premium funding and reports on this annually.

### **8. Complaints**

Any concerns should be discussed in the first instance with your child's class teacher. For more information please see the school's Complaints Policy detailed on the links below.

### **9. Information Storage and Management**

Park Junior School is a data controller for the purposes of the Data Protection Act, 2018. For more information on the data stored and how it is used please see the school's Privacy Notice detailed on the links below.



## **Our Annual SEN Information Report and the Local Offer**

The SEN Code of Practice 2015, requires local authorities to publish their SEN Local Offer; this provides information and advice about the range of services available in the area (See the links section below). All schools have a duty to contribute to the local authority's local offer and to produce an Annual SEN Information Report. This report is available on the school website and provides information and details about the delivery of our SEN programmes. Please see the links below to access this via our website.

### **10. Policies and Links**

SEN provision in school relates to many other aspects of school life. The following policies are relevant and may be accessed on the school website or a paper copy may be requested from the office:

- Admissions Policy
- Attendance Policy
- Accessibility Plan
- Code of Conduct for Staff and Volunteers
- Anti-Bullying & Hate Policy
- Behaviour and Discipline Policy
- Safeguarding & Child Protection Policy
- Complaints Policy
- Privacy Notice
- Annual SEN Information Report
- Positive Physical Handling Policy
- Intimate care policy
- Teaching and learning policy
- First Aid and Medication in School Policy
- Freedom of Information Request Policy
- Data Protection Policy

Further information is available from other organisations including:

- [Gloucestershire County Council's Local Offer](#)
- [The SEN and Disability Information and Advice Support Service \(SENDIASS\)](#): Freephone 08001583603
- Gloucestershire Independent Support Service: 0300 1119000
- [Family Information Service](#): 0800 5420202
- The Key: 0800 0093443
- [Carers Gloucestershire](#)

A particularly useful document for further information is:

[My child has additional needs, what does this mean and what can I do?](#)

This policy was written by the SENCOs with the support of GCC SEN Monitoring team and the SEN Governor and in consultation with staff, parents, governors and Stonehouse Park Infants School.

## COVID 19 and SEND Educational Provision

As we all know, 2020 has been a challenging year for schools and parents alike. During the partial closures of schools early in 2020, parents took on the mantle of home schooling their children whilst schools began operating under a system whereby access to face to face teaching and learning on site was limited to the most vulnerable children and/or those of key workers.

Where applicable, we have taken direction from The Education Endowment Foundation (EEF) and 'government guidance' documentation, such as the following, to inform the decisions we have made with regard to SEND provision:

**'Help children with SEND continue their education during coronavirus (COVID 19)'. 19<sup>th</sup> April 2020**

**'Guidance for schools: coronavirus (COVID-19)'. June 2020**

**'How schools can plan for Tier 2 local restrictions'. 28<sup>th</sup> August 2020.**

**'Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the coronavirus (COVID-19) pandemic'. 14<sup>th</sup> September 2020.**

**'Guidance for full opening: schools'. 1st October 2020.**

*\*We have subscribed to the Department of Education (DfE) updates so we are alerted immediately to any relevant amendments to government guidance.*

### March 2020

To help mitigate the impact of the COVID 19 situation, we were able to take the following actions:

- **Signpost** parents of children with SEND to learning matched to their child's needs e.g. access to resources provided for their own year group or for younger year groups on our own website (or paper copy), BBC Bitesize, National Oak Academy
- **Provide resources** (counters, Dienes etc.) to support learning, wherever safe and possible, in line with Government guidance.
- Offer **face to face learning on site**, prioritising children with EHCPs, where applicable, along with key children on the SEND register and, therefore, still providing opportunities for them to excel. From June 1<sup>st</sup> year 6 children were attending.
- **Keep in touch regularly** with parents by telephone or face to face (when collecting free school meals or when dropping off and picking up their children from school) –offering advice and support. The Deputy Safeguarding Lead (DSL) Headteacher, Deputy, SENDCo, teachers and office staff all played a vital role in maintaining this contact. The frequency of our interactions with parents varied depending on the families and children in question. Interactions could take place daily, weekly or fortnightly but never went longer than two weeks.
- Ensure teachers had the opportunity to **hand up key SEND information** to the child's next teacher so they were fully informed about the child's needs.
- Offer **closely supervised visits** to the school for small groups of year 2 parents (and their child).
- Liaise closely with the **Infant school staff** (Headteacher, SENDCo, teachers and office staff) to ensure a smooth transition for the year 2 children and parents to the Junior School.
- Liaise closely with the **SENDCo** and **teachers** from our **local secondary schools** with regards to children transiting from Year 6 to Year 7.
- Undertake **educational risk assessments** for children with EHCPs so that the impact of COVID 19 could be assessed and relevant actions taken, where applicable and possible.
- Carry out an **EHCP review** that was due.
- Support the **return of Year 6 SEND children** when Government guidance changed.
- Hold discussions with teachers about children on the **SEND register who had a primary SEMH (Social, Emotional and Mental Health) need** so we would be ready to meet their needs, upon return to school; these SEND children could be our most vulnerable, post partial closure and we wanted to be prepared for that possibility.

## September 2020 onwards

Since September 2020, schools have been fully open again and are operating under strict government guidance in the current COVID pandemic; in light of this, our priorities, to date, have been as follows:

- **The mental health and well-being of our children.** This has been important for all children but especially so for those on our SEND register with Social, Emotional and Mental Health (SEMH) needs. We have used the curriculum and staff to achieve this.
- **Re-establishing routines and expectations** so children feel secure, safe and happy at school and ready to learn.
- **Assessing** the children's knowledge and understanding in reading (Accelerated Reader), phonics (letters and sounds), writing (Teacher Assessment), spelling (NFER), punctuation and grammar (NFER) and maths (Ready to Progress) so we can determine the actions that need to be taken next to start closing any gaps and accelerate progress.
- **Interventions:** Start **phonics and precision teaching interventions** for children on the SEN register with a primary Cognitive and Learning need.
- **Purchase resources:** The priority has been to purchase fully decodable phonics reading books to support reading progress. To date, £3000 has been allocated to the purchase of these resources. This has been partially funded by the PTA, the pupil premium funding and a donation from the Coventry Building Society (this was provided as a result of a saving scheme initiative with them which our parents support). In January 2021, a further audit of our books will be undertaken and additional resources purchased, if possible.
- **Undertaking 'Pupil Progress Meetings'** so the needs of SEND children are fully understood and appropriate actions are undertaken quickly and precisely. This information can then be used to help us to update current My Plans and My Plan+s.
- **Carrying out EHCP reviews** that are due.
- **To initially prioritise year 3 when considering the deployment of our Family Support Worker (FSW);** this enabled her to initially work with our most vulnerable year 3 children to support their transition to Park Junior School. Our FSW also works for Stonehouse Park Infants so this provided some consistency for them in unprecedented times.
- **Liaising with other professionals** i.e. Early Help, Speech and Language Therapists, Educational Psychologist and TIC+ so we can meet the needs of our children.
- **Building relationships** with new parents and **re-establishing relationships** with all parents.
- **Telephone parents evenings** so the parents and carers of SEND children are able to speak to their child's teacher and the SENDCo.

### What next ?

- To constantly **assess** the needs of our children and make adjustments to provision.
- To **embed interventions across the school** ensuring we are still able to follow Government guidance.
- **Blended Learning:** To ensure that the systems are in place to support the teaching and learning of SEND children if a 'bubble' has to self-isolate due to a positive COVID 19 test or if the school has to return to a partial closure situation due to a changes to Government guidance. To test our **online learning platform – TEAMS** – to ensure that all children are able to access home learning in the event of the closure of their 'bubble' or partial closure of the school. An alternative approach to be in place for those children who are unable to access **TEAMS** i.e. paper based copies of work.

- To continue to **develop effective ways of communicating** with parents of SEND children under the restrictions of current Government COVID 19 guidance.