



**School Governing Body
Lee-on-the-Solent Junior School**

'Happy School, High Standards'

Chair of Governors: Mr Chris Lloyd

Headteacher: Mr Darren Nickerson

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***Lee-on-the-Solent Junior School
Special Educational Needs Policy***

Issued September 2017

Review September 2018

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

Every teacher is a teacher of Special Educational Needs and Disability (SEND) and at Lee-on-the-Solent Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. All pupils are entitled to full access to a broad, balanced and challenging curriculum. We believe that every pupil has an entitlement to develop his or her full potential and have high expectations for all pupils.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the school's SENCo with the SEN governor in liaison with the SLT, staff and parents and carers of pupils with SEN. The school adopts a collaborative approach to supporting all children, working in partnership with parents and carers to ensure pupils achieve their potential.

Contacts

Our Special Needs Coordinator (SENCo) at Lee-on-the-Solent Junior School is Miss C Westrop who is a qualified teacher and a member of the Senior Leadership team. She can be contacted via the school office on 02392 550551 or by e-mail C.WESTROP@lee-on-the-solent-jun.hants.sch.uk

SECTION 2 – AIMS

Through the application of this policy we will:

- a) Work within the guidance laid down in the SEND Code of Practice 2014
- b) Work closely with the LA and comply with locally agreed policies and procedures
- c) Ensure all staff implement the school's SEN policy consistently
- d) Operate a whole school approach to the management and provision of support for SEN that takes into account all of a pupil's needs
- e) Ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
- f) To provide an appropriately qualified and experienced SENCo in post who can ensure that the SEN policy is put into practice
- g) To provide support and advice for all staff working with SEND pupils

Objectives:

- 1) Assess pupils accurately, track their progress regularly and adjust provision in the light of on-going monitoring
- 2) Ensure lessons are stimulating, enjoyable and well differentiated to meet the needs of all students including those with SEND
- 3) Make sure that additional support is well targeted with a careful blend of in-class support versus withdrawal
- 4) Use the most appropriate resources to support learning ensuring the development of literacy skills has the highest priority

- 5) Continuously monitor and evaluate the effectiveness of our provision for all pupils including those with SEN to ensure that we are providing equality of educational opportunity and value for money
- 6) To ensure resources are allocated appropriately to ensure that the needs of pupils with SEN and disabilities are met
- 7) To ensure that children with SEN participate in all the activities of the school
- 8) To ensure that learners are given every opportunity to be involved in decision making processes that occur in their education
- 9) To promote effective partnership with parents/carers and involve outside professionals whenever appropriate

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching. Quality first teaching is for all children. It means a high-quality, inclusive, broad and balanced curriculum with engaging and effective teaching and personalised learning which includes and supports all children.

Through pupil progress meetings children are highlighted who are not making the required progress and an intervention will be planned and delivered to support the child in that particular area or areas of learning. This will be reviewed to assess whether the child is making progress. If monitoring showed that the child needed more support they would then move to SEN support.

If a child is identified as needing SEN Support, we will:

- Put a plan in place to support your child
- Regularly review your child's progress
- Meet regularly with parents to discuss progress and plan future support.

Some children may have more complex needs, requiring a greater level of support. Children with lifelong, significant and complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHC Plan).

The SEND Code of Practice (2014) specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability, but these alone do not constitute SEND.

The Code of Practice no longer allows for the identification of behaviour to describe SEND. Any concerns about a child with behavioural needs would form an underlying part of a wider need in relation to the four broad needs highlighted above

SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT

Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and their planning takes additional adult support into account and is discussed with those staff. They also collaborate with any specialist staff. However, any intervention and support does not replace high quality teaching.

The quality of teaching is reviewed regularly by the Senior Leadership Team through learning walks, lesson observations, monitoring of planning, scrutiny of work and pupil conferencing.

Teachers meet with the Headteacher following teacher assessments to discuss all children in their class. This allows teachers to discuss progress and highlight children who need more support, to ensure interventions and support for the children and teachers are implemented.

This is monitored regularly through discussions with the SENCo, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at SEN support. Throughout this process we look at the range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives.

Every child/young person on SEN support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. Every child at SEN support will receive a Pupil Profile which highlights their strengths, their needs, targets and strategies used to address these concerns.

The table below shows how we plan and support children with SEN at Lee on the Solent Junior School.

1 st Stage Concerns	2 nd Stage SEND stage	3 rd Stage SENSA or TPA	4 th Stage EHC Plan
This is the stage where teachers have concerns about a child which cannot be addressed by quality wave one teaching. Interventions and support are planned and recorded on provision documents, these are implemented following the Assess – Plan – Do – Review model.	This stage is for children who have received some interventions and support but impact has been limited. They will have a Pupil Profile to plan and support their particular difficulty.	If a child has more complex needs we may decide a Special Educational Needs Support Agreement or a Transfer Partnership Agreement is appropriate to record strategies, provision, resources and outcomes. This would be used when requesting an assessment for an EHC Plan.	Children with ongoing, significant and/or complex needs may be entitled to receive a higher level of support through an Education, Health and Care Plan (EHCP).

SECTION 5 – MANAGING PUPILS NEEDS ON THE SEN REGISTER.

If the school feels it has exhausted its own resources in terms of supporting a pupil additional help can be requested from external agencies. This process entails a referral being made and an assessment of the submitted evidence being made by an external panel. Following a successful referral, external support is offered to the pupil to enable them to make progress – the school works alongside the external agency to ensure the support continues once the agency withdraws.

Some children and young people on the SEN register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified individualised outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for a Special Education Needs Support Agreement (SENSA). This is a contract detailing the specific needs of a pupil, the support the school will provide and the specific outcomes anticipated within a time frame. The SENSA would last until the end of the Key Stage. When transferring between Key Stages, it may be deemed appropriate for a Transfer Partnership Agreement to be written. This would involve the views of the pupil, the views of the parent/carer, any specialist agencies, and representatives from the child's current school and from the school the pupil will move to. Once again, this agreement states clearly the areas of need for the pupil, current provision and identifies provision needed to ensure the transition happens smoothly.

The school may decide in discussion with the parent/carer that an Educational Health Care Plan is appropriate. This plan would involve the child/young person, parents/carers, and all agencies involved with the child, and brings together health and social care needs, as well as their special educational need and provision.

Children and young people with a SENSE, TPA or EHCP continue to be the responsibility of the teacher and may access some extra intervention or support within school. Their progress will be monitored by the school and also through an annual review, where the outcomes on the plans will be considered.

At Lee on the Solent Junior School we have an agreed system by which different stages of support are documented and monitored.

Document	Explanation	Responsibility	Reviewed
Provision documents	This is a document which records all the interventions happening in school for the children who participate. It shows their needs, entry data, objective and intervention used to enable progress to be made.	Class teacher Year Team Leader SENCo	Reviewed termly and when an intervention finishes.
Pupil Profile	This plan is more specific to a child's individual needs and may offer more focused or one to one support.	Class teacher SENCo Parents	Reviewed termly.
Transition Partnership Agreement (TPA)	A TPA is an agreement written between parents and the school, clearly identifying a child or young person's level of need and the provision used to meet these needs.	Class teacher SENCo from current school Parents SENCo from new school	Reviewed annually.
Special Educational Needs Support Agreement (SENSEA)	An EHCP is a legal document which is issued by the Local Authority. It would mean that your child has been assessed by the Local Authority as needing an ongoing, high level of support, which may need <i>additional funding</i> .	Class teacher SENCo Parents Any agencies involved	Reviewed annually.
Educational Health Care Plan (EHCP)	An EHCP is a legal document which is issued by the Local Authority. It would mean that your child has been assessed by the Local Authority as needing an ongoing, high level of support, which may need a <i>change of placement to a specialist provision or clearly identifies a high complexity of need</i> .	Class teacher SENCo Parents Any agencies involved	Reviewed annually.

SECTION 6 - CRITERIA FOR EXITING THE SEN REGISTER.

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEN Register are made in partnership with the parent/carer at the end of each monitoring cycle.

SECTION 7 - SUPPORTING PUPILS AND FAMILIES

We aim to work in partnership with our pupils, their parents and families to ensure that they are fully informed about all matters relating to their child's SEN needs. Our school SEN offer is on our website and updated regularly, and we guide parents towards the local LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- Our admissions arrangements
- Our links with other agencies
- Our arrangements for assessments
- Our transition arrangements
- Our school policy on managing the medical conditions of pupils.

SECTION 8 - SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

At Lee on the Solent Junior School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

At times, children with special educational needs and/or disabilities may require specific medications to be administered. Any arrangements regarding medications for children with SEN will need to be discussed with the SENCo and trained Office Staff.

The SENCo may arrange a meeting with the parent and the school nurse. We may decide that a Health Care Plan is needed. This would give details of any medications as well as when and how they are administered.

Children's medications are kept centrally (in a fridge if necessary). Asthma inhalers are labelled and kept in a drawer in the First Aid Room, and Epipens are kept in an appropriate place in the classroom and in the school office. We ensure your child knows where their inhaler or EpiPen is to be kept.

Any child needing medications (including children with SEND) will require a parental permission form to be completed. These are kept in the school office.

For full details of arrangements regarding medical conditions and medications, please see the Policy for Supporting Children with Medical Conditions.

SECTION 9 - MONITORING AND EVALUATION OF SEND

Our monitoring and evaluation cycle is embedded into our school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy will be reviewed annually by the whole staff, governors and any amendments made to comply with the new legislation.

Effective implementation of the SEN policy will be evaluated by:

- Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met.
- Ensuring that available resources are appropriate for children's needs and adding to them as necessary.
- Reviewing the practical arrangements for ensuring all children are able to participate in all school activities.
- Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent evenings.
- Ensuring school records are kept up to date for each individual child.
- Termly consultations to discuss the progress of children with SEN.

- Annual reviews of children with a Special Educational Needs Support Agreement (SENSA) or Educational Care Plan (EHCP).

SECTION 10 - RESOURCES

Funding for SEND.

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Educational Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding.
Element 2 Schools Block Funding	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEND budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with a SENSA or EHCP.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a pupil's SEN support.

Additional resources for individual SENS agreements and EHC plans – Element 3 – are allocated by top-up funding from the High Level Needs block budget. The level of Top Up funding for each pupil is allocated based on the type and level of need of each pupil. High Needs pupils with a SENSA or EHCP are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

SECTION 11 - RESPONSIBILITIES FOR CO-ORDINATION

Meeting children's special educational needs is the shared responsibility of the LEA, governors, parents, teachers and support staff.

It is the statutory duty of the governing body to make provision for all children with SEND. This includes the majority of those who do not require SENS agreements or EHC plans, as well as the minority that do. The **Governors** responsibilities include:

- do their best to ensure that the necessary provision is made for any child who has SEN
- ensure that a member of qualified staff is a designated SEN co-ordinator
- ensure that a child with SEN joins in the activities of the school together with children who do not have SEN, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- have regard to the Children and Families Act 2014 and Special Educational Needs and Disability Code of Practice 0-25 when carrying out its duties toward all children with SEND;
- consult the LEA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- report annually to parents on the school's policy for pupils with SEND.

The governors play an important role in ensuring that:

- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- The SEN policy is reported on in the school prospectus and children's progress is reported in the school profile.
- The Governing Body is bound by law not to discriminate on certain grounds. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the protected characteristics that qualify for protection from discrimination.
- The Single Equality Policy must be read in conjunction with this Special Educational Needs Policy.

The SEND governor is Adrienne Wright who meets with the SENCo to ensure a school governor is kept well informed and to monitor the progress of children with SEN.

The **Headteacher's responsibilities** include:

- Ensuring parents/carers are informed if their child is identified as having a learning difficulties
- Keeping the governors informed about SEN in school via termly reports to the Governing body by the SENCo
- Determining how resources are allocated to children with SEND and addressing the training needs of staff alongside the SENCo

The **SENCo's responsibilities** include:

- Supporting class teachers with planning for children with identified SEN
- Assisting in the planning and monitoring of interventions for identified pupils
- Liaising with professionals and keeping clear records of advice sort and given
- Liaising with other schools to ensure the smooth transition of children identified with SEN
- Monitoring the impact of interventions throughout the school and ensuring training needs of support staff are met
- Supporting parents/carers with their child's learning journey at school, providing clarification and advice if needed.

The **class teacher's** responsibilities include:

- Identifying pupils who make little or no progress in spite of the provision of differentiated learning opportunities and appropriate interventions
- Working with the SENCo and parents in collecting and recording information about the pupil in determining the action to be taken
- Planning, delivering and reviewing appropriate pupil provision on a termly basis
- Recording that which is different to or additional from, the differentiated learning opportunities provided
- Liaising with learning support staff to explain content and learning opportunities provided through differentiated tasks for SEN children and/or Wave 3 interventions
- Involving pupils at an appropriate level in planning for their own learning
- Reviewing Pupil Profiles three times a year or more regularly if appropriate
- Maintaining the class SEN file.

The **Teaching Assistants' responsibilities** include:

- Working alongside class teachers to implement programmes with individual children under the direction of the teacher.
- Preparing appropriate materials and resources.
- Feeding back information to the team that work around a child.
- Keeping records as directed by the teacher and SENCo.

- Undertake any necessary training.

The parents' role:

At Lee on the Solent Junior School, we aim to promote positive, collaborative partnerships with parents. We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible.

Partnership with parents is encouraged by:

- Acting upon parental concerns.
- Formal termly discussion between parents and staff where a child's Pupil Profile will be reviewed.
- Involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews.
- Informing parents about school policies for SEN in the School Prospectus and at Annual Parents Meetings.

At Lee on the Solent Junior School, Mr Darren Nickerson is the designated teacher with specific Safeguarding responsibility. Mrs Lyn Hobbs (Home School Link Worker) is the deputy designated safeguarding liaison officer.

Miss Fall is the designated teacher responsible for the managing Looked After Children and their funding.

Mrs Hughes ensures all Health Care Plans are kept up to date.

SECTION 12 – STORING AND MANAGING INFORMATION

All documents referring to children and young people on the SEN register are stored in a locked cupboard in the SENCo's office. These are all kept in school while the child attends. If a child leaves school, the documents are sent to the next setting within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000, by recorded delivery. The school complies with current data protection and confidentiality requirements with regard to information about pupils and families.

SECTION 13 – REVIEWING THE POLICY

This policy will be reviewed on an annual basis by the Headteacher, SENCo, SEN Governors and all staff.

Evaluating Success

It is the duty of the governors to assess and report on the success of our SEN policy. The following criteria are used.

- 1) By the end of the first half term, class teachers will have passed on concerns about individual children to the SENCo.
- 2) Pupils with SEN are identified at the earliest stage.
- 3) An updated SEN Register will be ready for distribution by October.
- 4) SEN provision is matched to pupils' needs.
- 5) Parents/carers are well informed and as far as possible involved in supporting their child with SEN.
- 6) Annual Reviews will have a governor representative present.
- 7) Monitoring progress through data e.g. National curriculum assessments, use of the Salford Reading Test and Vernon Spelling Test.

The next review date is April 2018.

SECTION 14 - ADMISSION ARRANGEMENTS AND ACCESSIBILITY

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with SEN or disabilities, and its admissions policy has due regards for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. We have an Accessibility Plan that addresses the improvement of access to all areas of our school life.

SECTION 15 - COMPLAINTS

Parents of children with SEN will be contacted regularly and are always welcome to contact school should the need arise. Parents are advised to take complaints and concerns about the implementation of the school's SEN policy, in the first instance to the class teacher or the SENCo. If parents remain dissatisfied, they should speak or write to the Headteacher. Following this, if they are still worried they should put their complaint in writing to the governor with responsibility for SEN. The LA complaints procedure is available to parents from the school office. Parents are always welcome to visit the school to view the SEN policy.

SECTION 16 – BULLYING

At Lee on the Solent Junior School, we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our children with SEN. Please refer to our Behaviour Policy and Safeguarding Policy.

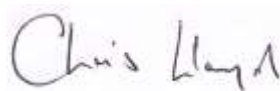
SECTION 17 – APPENDICES

Please refer to the Local Offer – SEN Information Report January 2017 - on the Hampshire Local Offer website - <https://www.hantslocaloffer.info/en/Lee-on-the-Solent-Junior-School> or our website <http://www.lee-on-the-solent-jun.hants.sch.uk/>.

Policy agreed:

Date: 25 September 2017

Signed: Chair of Governors



Signed: Head Teacher



Review date: 25 September 2018

