

Herne Junior School

Special Educational Needs and Disability (SEND) Policy

Knowing Every Child – Inspiring Every Mind.

The SEND Team comprises of **all** the staff and is led by:

- Erika Marshall- SENCo .

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- **Achieve their best**
- **Become confident individuals living fulfilling lives and**
- **Make a successful transition into adulthood, whether into employment, further or higher education or training.”**

(SEND Code Of Practice 2015, 6.1 p.92)

At Herne Junior School it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice 2015.

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical

Defining SEND

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. By learning difficulty it is meant that the child or young person has a significantly greater difficulty in learning than the majority of others of the same age, or they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from SEND Code of Practice (CoP) 2015 – introduction xiii,xiv,xv pp. 15 - 16

This SEND Policy, in conjunction with our SEND Information Report, details how at Herne Junior, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities, wherever possible, together with pupils who do not have special educational needs.

Aims and Objectives

The aims of this policy are to ensure that the school is able:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To ensure that every child experiences success in their learning and achieves to their highest possible standard
- To create an environment that meets the special educational needs of each pupil in order that they achieve their learning potential and have the opportunity, where possible, to engage in activities alongside pupils who do not have SEND
- To request, monitor and respond to parent/carers and pupils views in order to attain high levels of satisfaction and to work together in a positive way.
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet the various needs of pupils within Herne Junior School, through well targeted continuing professional development
- To work in co-operative and productive partnerships with the Local Education Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of vulnerable learners

Inclusion Statement

We strive to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for inclusive teaching. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and social and emotional needs and aspirations
- Require different strategies for learning, this includes the use of additional resources
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Wherever possible, we do not withdraw children from the classroom during literacy and numeracy sessions. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The Role of The SENCo

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Over- seeing the deployment of the LSA team.
- Timetabling the LSA team and the various interventions we run at Herne Junior
- Co-ordinating all 1:1 staff.

- Performance Management input for all LSA's
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with the local Infant School to ensure a smooth transition between Years 2 and 3.
- Liaising with local Secondary schools so that support is provided for Year 6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, behaviour support, local Outreach providers, Specialist teachers, YCP team, EMTAS and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND Register
- Monitoring the effectiveness of the interventions we offer
- Writing various requests (i.e. EHCP paperwork) and making referrals for children.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and learning support assistants, have important day-to-day responsibilities.

Monitoring Children's Progress

Children with SEND are identified by the following routes, all of which are part of the overall approach to monitoring pupil progress:

- Class teachers and other staff are continually aware of children's learning. Progress of a child who is a cause for concern, despite Quality First Teaching, may be characterized by:
 - 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
- Parents sometimes ask us to look more closely at their child's learning. All parental requests are taken seriously
- The progress of every child is monitored at termly intervals
- We also look closely at a child's fine and gross motor skills and seek advice where necessary

If progress remains a cause for concern class teachers will consult the SEND Team. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Assessing Children

The SEND Team undertake a range of assessments with children. These assessments can be used to inform the teacher's own understanding and assessments of a child. Some causes of concern include, but are not limited to, the following:

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or social difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress
- If a child makes sufficient progress once on the register, they will no longer be on the register but their progress will continue to be monitored closely

Although the school can identify special needs, and make provision to meet those needs, we are not able to offer diagnoses. Parents are advised to contact their GP if they are concerned about a particular disability. As a school, we wish to work in conjunction with parents.

Provision

In order to help children with special educational needs, Herne Junior will adopt a graduated response.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. This includes talking to the SENCo. Parents may be consulted and a specific intervention put in place and monitored for a period of up to a term.

If the child's progress is still inadequate, the teacher and SENCo will discuss the next step for that particular child. This may include adding the child to the SEND Register. Parents will again be informed and consulted. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan) and provision map. This may see us using specialist expertise from an outside agency, if as a school we feel that our interventions are still not having an impact on the individual.

This may include some of the following reasons:

- Continues to make little or no progress in specific areas over a long period
- Continues working at a level substantially below that expected of children of

- a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or social difficulties leading to unwanted behaviour which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers

If, despite these steps, progress is still inadequate, we will discuss the matter with an Educational Psychologist and seek advice whether or not to refer a child for an Education Health and Care Plan (EHCP).

If, however, a child makes adequate progress they will no longer be on the register. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress.
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. At Herne Junior School, we do not make judgements and it is never our wish to make parents feel uncomfortable and as if their child's needs are a fault. At all stages of the special needs process, the school keeps parents fully informed and involved taking into account their wishes, feelings and knowledge. We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCo through a school email address.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher and the LSA.

Allocation of resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans.

The SENCo informs the governing body of how the funding allocated to support special educational needs has been employed.

The role of the governing body

The Governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for all children and ensure that funds and resources are used effectively. On an annual basis the Governing body are provided a report by the SENCo.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEND system in school 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 and in drawing up Individual Education Plans for children. The SENCo and the Leadership Team 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.

At Herne Junior School we want to work together, with parents and children to ensure that all children have a voice. ***Please feel free to contact the school if you have any questions regarding SEND.***

Reviewed and updated policy: March 2017. Review: Spring 2020

Mrs E. Marshall (SENCo) and Mr C. Hutton (SEN Governor)

Ratified by FGB: 30th March 2017

The Following is our Local Offer:

Herne Junior School SEND Report

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Herne Junior School children are identified as having special educational needs (SEND) through a number of ways including the following:

- Discussions with the previous school
- Concerns raised by parents
- Concerns raised by teaching staff
- The child is performing below the expected level for their age
- By looking at progress that has been made by the child
- Liaison with the external agencies
- Health diagnosis through paediatrician

Please talk to us if you have a concern. We want to work with you to support your child and to help them develop.

2. How will the school staff support my child?

The class teacher will oversee, plan and work with **all** children in the class to ensure appropriate progress is made. If a child has SEND the SENCo will be involved to make sure that additional support / resources are employed to allow for progress and the development of the child's well-being. At Herne, each class has a Learning Support Assistant (LSA) to support Literacy and Numeracy lessons. Also your child may work with a LSA individually or in small groups if deemed appropriate. If this is the case the class teacher will let you know about the sessions when the support is required. As a school we also have a Pupil Support and Guidance Manager; this role is to ensure the child's well-being and additional support can be allocated if necessary.

The school has a Governor who takes a monitoring and supporting role for SEND. The SENCo and the Governor meet twice a year and a report is compiled and handed in to the Full Governing body. This report does not mention individual children by name but it looks at progress, external agencies and resources. Confidentiality is a high priority.

3. Who will explain this to me?

- We have two parents' evenings a year and this will give you an opportunity to discuss your child.
- We want you to talk to our staff and welcome appointments being booked via the school office at any mutually agreeable time so that you can chat about your concerns as and when needed.
- The teachers will always try to contact you by telephone if they need to let you know something that is urgent
- We have Home Link books and these can be used to communicate with the class teacher in confidence (these books are not seen by other parents).
- The SENCo will happily meet with you to discuss support in more detail.

4. How will the curriculum be matched to my child's needs?

Each class at Herne Junior differentiates work in order to meet the needs of the children. This means that work is set to at least three ability levels and often more. Sometimes it may be necessary to differentiate more so that the needs of an individual can be met. Children need to be able to access the work in order for them to fulfil the objective of the lesson. We draw on our own expertise across the team and, when appropriate, tap into other expert support from outside agencies.

5. How will both you and I know how my child is doing and how will you help me support my child's learning?

- As a school we believe that the relationship between staff, parents and children is of utmost importance. Communication between all three is key and we all need to be open and honest. If you would like to meet with the class teacher please contact the office and an appointment can be made or the class teacher can telephone you if you'd prefer.
- Each child has a Home Link book and this can be used as a means of communication.
- Telephone or email the school office and we will ensure that the relevant person responds and a meeting is set up if needed.
- We have an 'Open School' once a month and this will give you the chance to look at your child's work and to read through their

targets. The class teacher may not always be present at these sessions but will happily contact you if you have a query.

- Half way through the academic year a post card will be sent home to notify you about your child's effort, progress and targets.
- The SENCo is willing to meet and discuss your child and progress at a time that suits you. We can offer help and advice or refer to external agencies if needed; or we can be a friendly ear.
- If your child is on the SEN register you will be made aware of this and depending on his/her complexity and/or levels, then an IEP will be written. An IEP is an Individual Education Plan and has a maximum of three SMART targets (Specific, Measureable, Achievable, Realistic, Time scaled). The expectation is that the child will achieve the target in the time set.
- If required we will use external agencies to give advice so that academic and/or social progress can be made. You will be made aware of the agencies we want involved and you will be involved throughout the process. Parental consent is often required for support to go ahead.
- If your child has complex SEND they may need an IPA (Inclusion Partnership Agreement) or an EHCP (Education Health Care Plan) of SEND. Both of these will require a formal meeting and a report will be written, this will address the child's progress.

6. How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National Curriculum expectations and age related targets.
- The class teacher continually assesses each child and notes areas of improvement and areas that require additional work or support. As a school we record all this data and can therefore track a child's journey through our school.
- The Head and Deputy conduct regular Learning Walks and are able to identify children who receive additional support and any children not making progress are then discussed.
- The class teacher and individual children discuss specific targets and can discuss progress made and things that will help them make the next step.

- As a Year Team the teachers look at, monitor and assess children's work so that there is continuity across each year group. This means that the whole team is able to look at and discuss progress.
- If a child has an IEP, comments will be written on it as it's a working document. This ensures up to date information when the targets are reviewed. If a target hasn't been met then the reason for it not being met are discussed and the target will be adapted or simplified for the next round.
- If your child has an Education Health Care Plan (EHCP) there are review meetings once a year. This is when the targets are reviewed formally so that progress is discussed.

7. What support will there be for my child's overall well-being?

We appreciate and value the differences between people and we are an inclusive school, and we do and always will welcome all children and their families. We promote respect, manners, responsibility, honesty and offer opportunities for all. Every child is an individual. We make it our business to get to know each and every child at Herne.

- The class teacher has overall responsibility for pastoral, medical and social care of every child in their class, therefore they would be the parents' first point of contact. If further support is required, then the class teacher liaises with the SENCo or other relevant members of the school team (obviously confidentiality is high.)
- The school is able to refer to many external agencies such as, Speech and Language Therapists, Educational Psychologists, Health Care, YCP (Youth Crime Prevention,) CAMHs (Child and Adult Mental Health,) and BST (Behaviour Support Team.)
- If a child needs medication it needs to be clearly labelled and given to the School Office. Parents need to complete a form authorising First Aiders to administer the medicine. All medicines are stored securely in the School Office.
- Epipens are kept in the school office and all staff are aware of who they belong to. Staff are trained to use them.
- Inhalers are kept in the classroom in a safe place chosen by the teacher and child.

- Herne Junior School have two ELSAs (Emotional Literacy Support Assistants) who work under the direction of the Pupil Support and Guidance Manager and the SENCo. They ensure support for vulnerable children.
- We are a positive school and promote positive behaviour using a reward system. We have also adopted Think Cards and Report Cards - the Deputy Head / Head Teacher are involved with this. The Pupil Support and Guidance Manager works closely with children who find behaviour a challenge and together with the SENCo and parents we try and find the cause so that we can support the child accordingly. The parents are always kept in the loop and we aim to seek their advice about their child. See Behaviour policy.
- See the Use of Reasonable Force Policy.
- See the Child Protection Policy for information.
- Attendance of every child is monitored on a daily basis by the Admin Team in the School Office and the Pupil Support and Guidance Manager. Lateness and absence are recorded and reported upon to the Deputy Head Teacher. If the percentage of attendance decreases below a set level then steps need to be taken; this is a County initiative and we have a procedure we must follow. In extreme cases, the Head Teacher is made aware. This involves letters to parents and eventually a referral to the Attendance Panel.
See Attendance Policy.
- As a HARMONY school, our values are: HONESTY, COLLABORATION, MOTIVATION, RESPONSIBILITY, ENJOYMENT AND RESPECT. The children all have a voice. We have a School Council and involve children across the school. Children are able to let their School Council Representative know of any issues they would like to be raised. Children have leadership and team responsibilities.
- For the Education Health Care Plan process / Annual Review the child's viewpoint is sought and discussed during the meeting.
- The IPA also seeks the child's viewpoint and this is taken into account when setting targets.
- Children with an IEP are encouraged to discuss their progress and targets.

- Across the school we want to hear the children's viewpoints and often seek opinions.
- Once a year a formal questionnaire is sent out to all parents, this is collated and discussed. We try to use the feedback to enhance what we already do and to learn from. This addresses the children's well-being.

8. What specialist services and expertise are available at or accessed by the school?

- As a school we aim to be fully inclusive at all times. We have a range of external agencies that we refer to, seek advice from and work closely with so that the children benefit. The agencies include the following: Speech and Language Therapists, Educational Psychologists, Health care, YCP (Youth Crime Prevention,) CAMHs (Child and Adult Mental Health,) BST (Behaviour Support Team) and Social Services (Locality teams, social workers.)

9. What training are the staff supporting children and young people with SEND (Special Educational Needs & Disabilities) had or are having?

- Our SENCo is fully trained.
- The LSA's have had additional training in areas such as Dyslexia, Autism, Behaviour, Numeracy intervention and Literacy interventions.
- We have a member of staff whom enjoys delivering Speech and Language programmes and has had training in this area.
- We have two ELSA's in the school who receive regular support from the Education Psychology Service.

10. How will my child be included in activities outside the classroom including school trips?

All children are included and embrace the school curriculum and we aim to involve all children in visits made to our school by visitors or those places our school visits. A risk assessment is carried out prior to children leaving the school premises to ensure everyone's health and safety. In the unlikely event that it is deemed unsafe for a child to go on a trip, an alternative activity will be arranged for that child.

11. How accessible is the school environment?

Herne Junior School is a single story building that internally does not contain any steps or uneven surfaces. Although we have steps down to the playgrounds, there is a large ramp allowing access to the playgrounds. We are not an open plan school. There is a large accessible toilet.

12. How will the setting prepare and support my child to join the setting, transfer to a new setting or to the next stage of their education?

At Herne Junior School we view all children as individuals.

Children joining us from an Infant school or from another school?

- We advise that all children visit the school prior to starting so that they can familiarise themselves with the building, key staff they may need and their year group.
- We work closely with the local Infant School and any child with SEND will get additional visits if necessary. This may be in a small group situation or 1:1; it depends what is best for that child.
- The SENCo from the local Infant school and our SENCo meet on a regular basis to discuss children who may be nearing the time of transition.
- If appropriate the SENCo from our school will visit the previous school and be fully involved with any transition meeting with parents.
- We liaise closely with staff when receiving children from another school and ensure paperwork is passed up and if necessary telephone calls are made to clarify any situation.
- All children are made aware of the Herne Guardians, Lunchtime Buddies, the Green Team, Young Governors (School Council) and House Captains (children's leadership roles).

Children leaving us to enter the next stage of their education

- All children are discussed and any with SEND or who are thought to be vulnerable are discussed in length with both the SENCo and teaching staff at the Local Secondary School. Both the SENCo from TPS (The Petersfield School) and from Herne Junior School meet on a regular basis to aid transition.

- The above children have additional visits to the Secondary School they will be attending and meet the Key People they may need support from. This helps them familiarise themselves with the environment.
- Our Local Secondary School visits Herne Junior School to answer any questions that may be worrying our Year 6 children.
- We encourage our Year 6 children's parents to visit the Secondary School so that they can ask questions directly and help for a smooth transition.
- We will liaise with all relevant schools that transfer to or from Herne, including private and special schools. We also link with relevant agencies for children who have been home educated or have received 'Education Other Than at School' (EOTAS).

We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us with children and their families with English as an Additional Language. We strive to ensure that the child is fully immersed in the classroom from the first day that they start Herne Junior.

13. How are the school's resources allocated and matched to children's special educational needs?

We ensure that children with SEND have their needs met to the best of our ability and the funds that we have available. We have a team of LSAs who are funded by our SEN budget and they deliver appropriate programmes to try and enhance a child's learning and social skills. Where appropriate additional resources are allocated as part of Pupil Premium funding where those children with SEND are eligible.

14. How is the decision made about what type and how much support my child will receive?

The class teacher and the SENCo will discuss the child's needs and what support is available and appropriate. Parents will be made aware of any interventions and programmes that their child may be following and are involved in key decisions. Once support is in place it will be monitored and updated as required. By reviewing targets we are able to see if the programmes have had a positive impact and can determine the next steps. Children can move off the SEN Register when sufficient progress has been made.

15. How are parents involved in the school? How can I be involved?

Parents play a key role in Herne Junior School. We welcome parents in school, whether it is for reading support or if it's to help with a specific topic that a class may be covering. We try and utilise parent's personal skills in order to enhance the children's experiences.

16. Who can I contact for further information?

- The first point of contact is always the class teacher. Please make an appointment at the School Office and then the teacher will telephone you if that's what you would prefer or meet with you in person at a time that suits.
- Our SENCo is always willing to meet with you. Once again, contact the School Office to arrange a meeting. If appropriate the Pupil Inclusion and Guidance Manager may be involved.
- Please look at relevant Policies on our website.
- Contact Parent Partnership: www3.hants.gov.uk/parentpartnership
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk/

If you are interested in joining our school, Herne Junior, please contact the school Admin Office to arrange to meet with the Head Teacher or Deputy Head. Our SENCo (who is also the Assistant Head) is more than willing to be involved in any meeting. Parents and staff working together is the key for all children; especially for those children with SEND, this relationship between home and school needs to be respectful, open and honest. For further information please view our SEND Page on our school website.

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