



HALLAM FIELDS JUNIOR SCHOOL

SEN POLICY

Our School Philosophy and General Aims:

At Hallam Fields Junior School we are committed to offering an inclusive curriculum to ensure the highest possible progress for all of our pupils, whatever their needs and abilities. We value the contribution that every child can make and welcome the diversity of culture, religion and ability. The school seeks to raise achievement and remove barriers to learning. The needs of pupils requiring special education are met primarily through providing a differentiated and appropriately planned, inclusive curriculum within the classroom. Assessment forms an integral part of the planning, teaching and learning process at Hallam Fields Junior School. It provides information for teachers to enable them to identify children with Special Education Needs, evaluate their strengths and weaknesses and so plan the next step in their learning. This ensures effective, quality learning through meeting wherever possible; all of the needs of children with Special Education Needs both intellectually, socially, emotionally and physically.

This Policy Complies with the statutory requirement laid out in the SEND Code of Practice and has been written in with reference to the following guidance and documents:

- Equality Act 2012: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils 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
- Teacher's Standards (2012)
- [Special educational needs and disability code of practice: 0 to 25 years](#) (2020)

The Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. <https://localoffer.derbyshire.gov.uk/>

Key Contacts:

The named person who is responsible for managing the provision for SEN at Hallam Fields Junior School is **Mrs Sibley**. Mrs Sibley is also the Assistant Head Teacher and a member of the SLT team. Mrs Sibley can be contacted through the school office.

The named governor for SEN is **Mrs Flint** who can be contacted through the school office. Our SEN Policy reflects the content of the Special Educational Needs Code of Practice 0-25 (2020) guidance and will be reviewed annually.

An annual SEN Information Report is published on our school website, which will answer the questions outlined by parents about SEN provision at Hallam Fields Junior School.

Objectives:

- 1, To identify and provide for pupils who have special educational needs and additional needs.
- 2, To work within the guidance in the SEND Code of Practice.
- 3, To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- 4, To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
- 5, To provide support and advice for all staff working with special educational needs pupils.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

SEND means special education needs and disabilities. Children have a special need if they have a learning difficulty which requires special educational provision to be made. This will be if the child:

- Has significantly greater difficulty in learning than the majority of children of the same age.

Or

- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of school age within the local authority.

The area of special need will either be identified as one of the following areas of need:

Communication and Interaction:

This includes: children with speech and language delay; impairments and disorders; specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia; hearing impairment and those on the autistic spectrum.

Cognition and Learning:

This includes: children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia; hearing impairment and those on the autistic spectrum.

Social, mental and Emotional Health:

This includes children who may be withdrawn, isolated, disruptive or disturbing, hyperactive or lack of concentration.

Sensory and/or Physical Needs:

This includes: children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as SEN.

The following are not considered to be SEN but they can impact on progress and attainment:

- Disability (if reasonable adjustments can be made)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

Identification of Pupils Needs

At Hallam Fields Junior School all of our pupils are treated as individuals and are supported by their class teacher and other support staff. Teachers ensure that high quality planning, assessment and differentiation ensure that the needs of all learners are met on a day today basis; clear targets, assessments are planned and reviewed regularly. Progress, target and plans are evaluated with the children to inform their next steps.

A Graduated Approach: Quality First Teaching

- 1, Pupil progress meetings following assessments identify any children who are falling significantly outside of the expected academic achievement in line with predicted performance indicators.
- 2, The pupil will continue to be monitored to gauge their level of learning and possible difficulties (any children that have recently been removed from the SEN register will also fall into this monitoring category).
- 3, Once identified, in class support tailored to the needs of the child, will be put in place regardless of whether or not the child is identified as having SEN. Differentiated learning opportunities will aid the teacher in understanding the provision and teaching style needed to support the pupil.
- 4, Staff will consult the SENCO as needed for support and advice and if needed observation will be carried out.
- 5, Through points 2-4 it will be determined what level of support is needed to help to move them forward.
- 6, Parents will be informed fully of every stage of their child's development and are encouraged to work as equal partners in their child's education.
- 7, The child will be recorded as being monitored by the school due to a concern by a teacher or parent, however this will not automatically place them on the SEN register. Any concerns will be discussed with parents informally or at parent's evenings.

SEN Support :

Where it is determined that a child does have SEN, it will be discussed with the parents of the child and they will be added to the school SEN register. The class teacher will also produce a My SEND Learning Program for the child which will follow them through their time at the school. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and therefore remove barriers to learning. In line with the new SEN Code of Practice, this will follow the four part process of:

- Assess
- Plan
- Do
- Review

This is a cyclical process which enables the provision to be monitored, the impact of intervention to be assessed and to alter provision as the child's needs change.

Assess

- Class teachers will assess and monitor the progress of all children in their class, additionally using their understanding, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and the views of parents, pupils and outside agencies.
- Regular reviews will ensure that support and intervention is matched to the child's need and that barriers to learning are identified and overcome.
- Following agreement with parents, external agencies may be contacted to be a part of the assessment procedures where required.

Plan

- Planning will involve consultation between the teacher, SENCO and parents to agree the interventions and support that are required; the impact on progress, development and /or behaviour that is expected and a clear date for review will be set. Targets will be shared with pupils and parent/carers.
- All staff working with the child will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes that are put in place.

Do

- The class teacher remains responsible for working with the child on a day to day basis. Class teachers have responsibility for planning, monitoring interventions and liaising with support staff. Teachers will support Teaching Assistants with assessing and reviewing the impact of support.
- Additional support and assessment of a pupil's needs, will be provided by the SENCO. The SENCO will seek advice from external agencies if appropriate.

Review

- A child's progress will be regularly reviewed and the impact of support will be monitored and reviewed regularly.
- Children and parents views will be taken into account, in conjunction with the class teacher and SENCO. As a result of this, support and outcomes will be revised based on the pupil's progress and development, making any necessary amendments to move forward.

GRIP Funding:

- If a child has needs beyond what is normally available, the graduated response suggests that school first applies for GRIP funding to support the additional needs of the child. If this is the case an application will be sent into the local authority by school with the support of parents to gain additional funding for the support needed. This GRIP funding will be reviewed annually and if the level of need remains despite this support an application for an Education, Health and Care Plan may be made.

<https://localoffer.derbyshire.gov.uk/#!/model/page/20/5298>

Referral for an Education, Health and Care Plan

- If a child has a lifelong or complex difficulty, they may undergo a Statutory Assessment Process; this is usually requested by the school, however can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Teachers/SENCO
- Parents
- Social Care
- Educational Psychologists / Clinical Psychologists (if appropriate)
- Health Professionals – CAMHS, School Health, Paediatricians

Information will be gathered relating to the current provision provided, the impact of provision provided and remaining barriers to learning. A decision will be made by a panel of professionals from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment, leading to an EHC Plan.

Further information about the EHC Plans can be found via the **SEND Local Offer**:
<https://localoffer.derbyshire.gov.uk/>

Education, Health and Care Plans (EHC)

1, Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available.

The school, the child's parents and other professionals who support the child will be involved in developing and producing the plan.

2, Parents have the right to appeal against the content of the EHC Plan. They also appeal against the school named in the plan if it differs from the preferred choice.

3, Once the EHC Plan has been completed and agreed, it will be kept as part of the pupils formal record and reviewed at least annually by staff, parents and the pupil. The EHC Plan will also 'move' with the child. The Pupil Centred Review (was previously the annual review) ensures that the provision for the child is evaluated and where appropriate amended, for example: reducing or increasing levels of support or amending objectives.

Inclusion of All Pupils with SEN

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside of the classroom.

The school will seek advice about individual children with external agencies where appropriate.

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Links With Support Services

The school has a strong working relationship and links with external support services in order to fully support our SEN pupils and aid in school inclusion. Sharing information knowledge with support services is key to effective and successful SEN provision at our school.

Support services include:

- Educational Psychology
- Health – School Nurse, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually/physically impaired
- Physiotherapists/ Occupational Therapists
- Behaviour Support Service
- SSEN Ashbrook
- Specialist outreach services such as: Autism Outreach
- Social Services
- Multi Agency Teams

Working in Partnership with Parents / Carers

Hallam Fields Junior School believes that a close working partnership with parents / carers is vital to ensure that:

- Information is shared with everyone.
- Early and accurate identification of SEN leading to appropriate intervention and provision.
- Continuing social, emotional and academic progress of children with SEN
- Personal targets are set and met effectively

In cases where more frequent, regular contact with parent s is necessary, this will be arranged on an individual basis to meet an individual pupil’s needs. Appointments to see Mrs Sibley (SENCO) can be made through the school office.

Supporting Transition

- When moving to a new year group, information is shared with the new class teacher regarding provision, strategies and interventions via the My SEND Learning Document. All paperwork and reports are also given to the next class teacher. When a child moved from the Infants or transfers to Secondary School, staff liaise with each other and share information, records are transferred and additional transition visits are set up for individual pupils if appropriate.

Supporting Children in School with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their special educational provision and the [Special educational needs and disability code of practice: 0 to 25 years](#) (2020) is followed.

Arrangements are put in place to support individual pupil’s with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals and where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils as School with Medical Conditions published by the DfE in April 2014.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head Teacher who will be able to advise on formal procedures for complaint.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils’ IEP progress reviews and/or Pupil Centred Reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of identification at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of interventions and their impact
- Parental and pupil feedback
- Improved behaviour of the children (where appropriate)
- Children who feel happy, safe and want to further their achievements

Approvals Date Reviewed:	01/02/2021
Signed Chair Of Governors:	
Signed SENCO:	