

Special Educational Needs and Inclusion Policy



Rationale:

Droxford Junior School (DJS) is committed to providing a relevant and high quality education to all the children who attend the school. We believe that all children, including those identified as having special educational needs and disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum and are to be fully included in all aspects of school life.

DJS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We believe that all children should be equally valued in school. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, sexuality, impairment, attainment and background.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

The development and monitoring of the school's work on inclusion is undertaken by the headteacher, Special Educational Needs Coordinator (SENCo) and SEND Governor. Our Head Teacher – Mr Matthew Dampier – provides leadership on inclusion and high achievement for all.

Our SENCo – Mrs Lisa Greenwood - leads on the day to day operation of our SEND procedures, following guidance in the SEN Code of Practice.

The SEND Governor – June Kershaw - has responsibility for monitoring and supporting the school on SEND matters on our governing body.

We define SEND as that referred to in the Code of Practice 2015, whereby:

A child or young person has SEND if they have a learning difficulty or disability which calls for 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

Those pupils with English as an additional language (EAL) do not have a Special Educational Need solely because of this reason.

The aims of this policy are:

- To ensure the child and family are at the centre of planning and decision making to meet additional needs
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To ensure that reasonable adjustments are made to enable all children to have access to all elements of the school curriculum through differentiated planning by class teachers, the SENCo and support staff as appropriate
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of learners with SEND
- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school

The four areas of Special Educational Need and Disability

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 new Code of Practice (September 2015).

- **Communication and interaction** – This can include speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning** – This can include Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), Severe Learning Difficulties (SLD)
- **Social, mental and emotional health** – This can include attention deficit hyperactivity disorder (ADHD); depression, eating disorders, attachment disorder, self-injury
- **Sensory and/ or physical needs** – This can include Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

Medical needs: refer to the policy on Medical Conditions. Where a child has a medical need and SEN, provision is well-coordinated and managed by the SENCo.

We recognise that some children may have more than one Special Educational Need.

The Role of the SENCo

The SENCO's responsibilities include:

- overseeing the day to day operation of the school's SEN policy
- coordinating provision for pupils with SEND
- liaising with and advising teachers and support staff, e.g. on overcoming barriers to learning and effective teaching for pupils with different needs
- managing Teaching Assistants
- overseeing the records of pupils with SEND
- liaising with parents/carers of pupils with SEND
- planning effective transitions to new class groups and new schools

- providing specialist training and advice to ensure all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including LA support and educational psychology, health and special services and voluntary and community groups

The role of the Governing Body

The SEN code of practice (2015) states that:

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 these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The SENCo and the Head teacher meet regularly with the SEN Governor. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Identification

We make sure that parents/carers are at the centre of their child's planning. Provision for children with special educational needs is the responsibility of the whole school and class teachers have responsibility for the progress of children in their class. The governing body, the head teacher, the SENCo and all other members of staff work together to ensure that early identification and effective teaching and learning strategies are in place. Teachers and teaching assistants have important day-to-day responsibilities in identification, monitoring and assessment. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's infant school years. If the child already has an identified special educational need, this information will be transferred, or sought, from previous settings as well as through talking to families. The class teacher and SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

Stages of support

Parents/carers should feel comfortable to arrange appointments with their child's class teacher to discuss any concerns in the first instance. In order to support children with special educational needs, DJS will adopt a graduated response. This means that the school follows a three-step approach:

- Universal - High quality "inclusive", differentiated lessons to all children
- Targeted – Small group intervention for children who can be expected to catch up with their peers as a result
- Specialist – specifically targeted interventions and personalised support for individual children.

Initially, teachers will ensure that their existing universal teaching practice is in place and fully focused on the needs of individuals in their classes. Class teachers will complete an SEN monitoring form and share it with the SENCo. In consultation with the SENCo, a targeted intervention may be decided upon and measured within an agreed monitoring period. If there is still a concern over progress and attainment, at this point the child will receive designated

SEN Support. This is support that is 'different from and additional to' that provided for all children.

Once additional information has been gathered, the SENCo may feel it necessary to involve external agencies to provide specialist support and guidance. Consent will always be sought from parents/carers. This may include speech and language therapists, educational psychologists, occupational therapists, outreach workers and specific learning difficulties' teams. It may also be expedient to involve the school nurse to receive guidance over medical issues. Professionals will liaise with the school and parents to ensure the best possible provision within DJS.

Decisions will be made in partnership with parents/carers in the best interests of the child. Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and, where appropriate, by external professionals.

Once a child requires intervention at a stage of SEN support, the child will become part of an individual support plan process and these plans are filed in AP (Assessment Profile) folders to create a learning journey from Year 3-6. This will contain the pupil outcome sheet with the child's current targets and evidence of working towards these targets, any information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them and may also include any advice sought from outside agencies. The class teacher will speak to the child about activities they find enjoyable and those they find difficult. Targets will be generated with the child and parents/carers so that they best reflect the needs of the child. The individual support plan will focus on the primary areas of need and be reviewed together with the child, teacher and parents/carers three times a year.

Monitoring Children's Progress

The SENCo and SLT thoroughly analyse all pupil progress data, including SEND data, termly to track progress and ensure current provision is targeted effectively. At DJS, the SENCo may also observe the child and liaise with all adults involved to assess and review agreed strategies.

Adequate progress can be identified as that which:

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

Monitoring will be carried out on a regular basis. Significant achievements and difficulties will be recorded. The class teachers, SENCo and TAs will review the Pupil Outcome targets and progress in relation to intervention programmes at least on a termly basis and make adjustments to the provision for the child, if appropriate. Parents and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCo and school colleagues, in consultation with the parents, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at a higher level. Greater support is required as the child is performing at a significantly lower level than age related expectations. Provision at this level always includes the involvement of specialist services.

This higher level of provision would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working substantially below age related expectations
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

A variety of support can be offered by specialist services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. At this stage, an Education Health and Care Plan (EHCP) may be applied for.

School request for an EHCP

For a child who is not making adequate progress, despite a period of support at SEND support, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary for an EHCP to be issued. The school is required to submit evidence to the LA whose Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LA's current criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. Parents can also make requests for EHCPs.

A child who has an EHCP will continue to have arrangements as for SEND support, and additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENCo, to review the child's progress and appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Process of assessment and identifying at DJS

1. Teacher/parent/carer raises concern or pupil progress data indicates a lack of progress
2. Monitoring by class teacher and SENCo
3. Targeted intervention put in place and monitored.
4. Child's progress is reviewed.
5. Next steps: Child has made progress and the gap is closed or child has not made progress and more personalised targets and provision are required
6. Child is added to SEND profile. A referral could also be made to an outside agency, if appropriate.
7. If a child requires a greater level of support, an EHCP may be applied for.

Arrangements for providing access to learning and the curriculum

DJS will ensure that all children have access to a broad and balanced curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. On occasions, it may be that a more individualised teaching programme leads towards greater access and inclusion. Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate. Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specialist resources are accessed for children with EHCPs through submission to LA after specialist advice has been sought. The school will ensure that barriers to inclusion in the wider curriculum and extra-curricular activities are reduced to allow access.

Training Opportunities

The SENCo attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term strategic goals and the School Improvement Plan. In-Service training and individual professional development is arranged and matched to these targets. In-house additional needs and Inclusion training is provided through staff meetings by the SENCo and SLT. All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the leadership team will ensure tailor-made training where this is appropriate.

Support from External services

The Educational Psychologist visits the school regularly, following discussion with the SENCo as to the purpose of each visit. Specialist, direct teaching is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, severe emotional and behavioural difficulties, or sensory impairments.

The SENCo liaises frequently with a number of other outside agencies, for example:

- Winchester SEN Services
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Educational psychologist
- Outreach teams (ASD)
- Primary Behaviour Service

Parents/carers are placed at the centre of any discussion that might bring about the involvement of any outside agency.

Transition arrangements and links with other schools

We have close relationships with our linked infant schools and will always seek to initiate close contact with the SENCo and class teachers of children due to attend DJS.

Teachers and the SENCo meet with infant school teachers and SENCos to conduct a thorough transition so that all information regarding provision is transferred. Pupils are invited into school to spend time in their new classes. The SENCo will also invite parents of children with an EHCP to look round the school and have a detailed conversation about provision. We can then arrange additional transition support where children and families may benefit from this – for example, this may be additional visits at different times of day, additional contact with new teachers or support staff, social stories, class/older pupil buddies.

We meet with parents of children with SEN to support them to make confident choices for their secondary schools and discuss the different settings available in the area. For children with EHCPs, Winchester SEN may also be involved in this discussion and decisions regarding secondary schools are made earlier (usually in the summer term of Year 5). The SENCo and class teachers meet with secondary school SENCos and family support workers to transfer information regarding provision. All relevant documents and information will be transferred to the relevant secondary schools.

When a child moves up to the next class, we organise “Hand-Over” meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. Children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them. When a child comes to our school in the middle of a term, we plan a range of support depending on the particular needs of each child.

Access to the Environment (see also School Accessibility Plan)

DJS is a single site school. The school is predominantly single storey but has different levels. Wheelchair access has limitations but access to classrooms, hall and toilets is possible.

There is one accessible toilet for children or adults.

There is a designated disabled parking bay.

Any future recommendations will feed into our repair and maintenance programme. The needs of children requiring equipment or adjustments to the environment due to impairments will be assessed. A personalised accessibility action plan will be made with parents and the LA.

Access requirements

All children requiring information in formats other than print have this provided. We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

DJS uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately. Access arrangements for exams are also carefully considered and children’s eligibility is discussed in advance of application for externally marked exams (Year 4 times tables tests and SATs in Year 6).

Admission arrangements

Children with additional educational needs are considered for admission to the school in accordance with the admissions policy. Prior to starting school, parents of children with an EHCP pending, will be invited to discuss the provision that can be made to meet their identified needs. All children with an EHCP are admitted through Winchester SEN team, after a consultation process.

Equality, inclusion and access arrangements

At DJS we identify opportunities to develop pupil voice and encourage children to be part of consultation groups. Children with SEN and parents will take part in surveys to monitor the effectiveness of SEN provision and ensure their voices are listened to. We follow a child and family centred approach to planning provision so will always share ideas and views to ensure planning for outcomes originates with the child.

DJS recognises that there will be a number of disabled parents of children within the school, and we work to try to ensure they are fully included in parents/activities. When a child starts at

the school we ask the parents about their access needs and then send notes/newsletters home in the appropriate format e.g. large print etc.

DJS tries to make all trips inclusive by planning in advance and using accessible places. We aim to include all children in all offsite visits and provide additional TA support for individual children as required. Participation for all children is encouraged at our afterschool activities. The Personal, Social and Health Education/Personal Development Learning (PSHE/PDL) curriculum includes issues of disability, difference and valuing diversity. Please read with reference to our equalities and PSHE policy.

Evaluating the success of the School's SEND and Inclusion Policy

We analyse data on SEN pupils to ensure that they are making progress from their agreed starting points and to monitor our rates of progress in line with that of similar schools. SEND and Inclusion is a standard agenda item at Curriculum Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary. The SENCo will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and monitoring of agreed processes.

Evaluations of interventions will be conducted to ensure they are effective. Individual assessments are completed with children prior to and after interventions have taken place to measure and track progress and whether it is beneficial for the intervention to continue.

We strive to seek feedback and will regularly survey parents as to their views on what is effective and what improvements could be made to practice.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher and SENCo, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible form. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on our website <http://droxfordjunior.co.uk/wp-content/uploads/2020/01/Complaints-Policy-and-Procedure-012018-FINAL.docx.pdf> or a hard copy can be made available, on request, from the school office.

For independent guidance and support, Hampshire SENDIASS is an impartial service available to families of children with special educational needs and disability: <https://www.hampshiresendiass.co.uk/>

Hampshire SEN team can also be contacted by telephone on 01962846569 or by email: Winchester.sen@hants.gov.uk

(Appendix 1 follows)

Accepted by Full Governing Body: Autumn 2020

To be reviewed: Autumn 2021

APPENDIX 1 Provision

Year group	Area of Need and Provision	Targeted or specialist provision	Supported by
Cognition and Learning			
Year 3 and 4	Additional 1:1 reading Volunteer reading Book buddies Booster groups for English and Maths	Phonics groups Project Code X Language for Thinking Toe by Toe Number Box Precision teaching Overlearning techniques	Specialist teaching teams for SpLD Educational Psychology
Year 5 and 6	Additional 1:1 reading Volunteer reading Book buddies Booster groups for English and Maths	Reading comprehension Language for Thinking Syllable division Colourful semantics Precision teaching Overlearning techniques	
Communication and Interaction			
Year 3 and 4	Paired and collaborative working Speech and language targets	Lego Therapy groups Language for Thinking Reciprocal conversation/speaking and listening skills groups	Communication and Interaction team Speech and Language Therapy
Year 5 and 6	Paired and collaborative working Speech and language targets	Lego Therapy groups Language for Thinking TalkAbout Social Communication skills Speaking and listening skills groups	Shepherds Down Outreach services
Social, Emotional and Mental Health			
Year 3 and 4	Emotional therapy dog Whole school zones of regulation shared language	ELSA Tailored PSHE/PDL lessons Transition into school support Social skills support	Educational Psychology School nursing team Primary Behaviour Services
Year 5 and 6	Emotional therapy dog Whole school zones of regulation shared language	ELSA Life skills support Social skills groups Home/school communication logs Behaviour contracts/plans	CAMHS
Sensory and Physical			
Year 3 and 4	Handwriting programmes Movement breaks Recommendations for whole class approaches to sensory and physical provision	Sensory circuits/break cards Fine motor skills group Gross motor skills group Use of specialist resources – grips, cushions, laptop, sensory aids	Occupational Therapy Physiotherapy School nursing team
Year 5 and 6	Movement breaks Recommendations for whole class approaches to sensory and physical provision	Sensory circuits/break cards Sensory relaxation time Use of specialist resources – grips, cushions, laptop, sensory aids	