

Bramley Sunnyside Junior School

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Headteacher:

Mrs H Headleand

Senco:

Miss A Abrahams

Governor with responsibility for SEND:

Mrs R Yates

Policy adopted:

January 2011

Reviewed:

February 2017

Next Review:

February 2018

Rotherham Metropolitan Borough Council Education Department





Policy on Special Educational Needs and Disabilities

CONTENTS:

1. School Context
2. Aims
3. Objectives
4. Identifying SEND
5. The Graduated Response
6. Managing Pupil Needs
7. Criteria for Exiting the SEN Register
8. Supporting Children and Families
9. Supporting Children with Medical Conditions
10. Monitoring and Evaluation
11. Training and Resources
12. Roles and Responsibilities
13. Storing and Managing Information
14. Reviewing the Policy
15. Accessibility
16. Complaints Procedure
17. Bullying
18. Additional Sources of Information

School Context

Bramley Sunnyside Junior School is a larger than average junior school in Rotherham with 339 pupils on roll. Our School currently has 51 pupils (Jan 2016) with Special Educational Needs or Disabilities (SEND) and there are a significant proportion of these pupils with Autism.

All staff at Bramley Sunnyside Junior School work exceptionally hard to make the learning environment as welcoming as possible for all pupils, making all reasonable adjustments to meet the needs of individual pupils.

For admissions to our school, please see the LEA website:

http://www.rotherham.gov.uk/homepage/85/apply_for_a_school_place

Our Aims

- To raise the aspirations and expectations of all pupils with SEND
- To focus on outcomes for children, not simply on the support and provision they may receive.

Our Objectives

- To ensure that the special educational needs of children are identified, assessed and provided for.
- To work within the SEND Code of Practice, 2014.
- To “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Needs Co-ordinator (SENCO) who will work with the SEND and Inclusion Policy.
- To provide support and training for all staff working with pupils with SEND.
- To ensure that the children and families we work with have a voice in this process.

Identifying Special Educational Needs

The categories of need are outlined in the 2014 SEND Code of Practice and are as follows:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a

specific difficulty affecting one particular part of their learning performance such as in English or Maths.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children with SEND may have needs in more than one of these areas.

The purpose of identifying SEND is to work out what action the school needs to take, not simply to place a pupil in a particular category.

When a child is identified as having a Special Educational Need, they will be placed on the school SEND register.

The school will also have an 'Inclusion Register' where we will keep track of pupils who have other needs which are not necessarily 'SEND'.

The following factors are not considered to be SEND, but may have an effect on the progress and attainment of some pupils:

- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils with medical conditions
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families: Looked after children (LAC)
- Pupils who are the children of Servicemen and Women
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance and/or punctuality
- Pupils who are at risk of disaffection and exclusion from school.

Some pupils may also exhibit behavioural difficulties. The school will work to identify the underlying causes and respond appropriately.

A Graduated Response

This section outlines the process of identification and management of SEND.

'All teachers are teachers of SEND'

Class teachers have the primary responsibility for the children in their class. Through quality first teaching and appropriate differentiation, they should be able to provide the support required for most children. This should include planning and deriving interventions and adjustments to teaching and/or the classroom as required. This should be personalised to the needs of individual children.

Where the teacher feels they are in need of further support and if the child is not making adequate progress, they should move to stage one of our graduated response.

Through communicating regularly with parents, we aim to work together to identify any SEND early and take appropriate action to support pupils.

Through transition meetings with Bramley Sunnyside Infant School and other feeder schools, we endeavour to maintain and enhance support given to pupils with pre-identified SEND. Any pupils with pre-identified or existing SEND who join our school will automatically be placed on the school SEND register. This will be reviewed no later than one term after they have joined.

Where a pupil has a SEND and has not previously been identified or recognised, the following steps will be followed as part of the 'Assess / Plan / Do / Review' cycle:

Stage 1: (School Support)

At any point in their school life, parents, carers, class teacher or other staff may identify a specific area in which a child needs additional support.

All children in school receive class teacher input, via excellent targeted classroom teaching which is described as Quality First Teaching. They may also take part in targeted focus activities within their classroom or in an intervention space.

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress which may be run in the classroom or an intervention room.

At this point a 'Cause for concern' record should be completed (usually by the Class Teacher) and passed to the SENCO.

At this point, they will be identified on the school Inclusion Register (classified as School Support), and an assessment of the current support the child receives and their future needs are carried out. This will be done with the child, their family the class teacher and the SENCO.

This may lead to the creation of a school 'SEND Support Plan' for the child.

Stage 2: (SEND support)

This is when a pupil has been identified by the SENCO/Inclusion Manager or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority central services, such as the Learning Support Service (LSS); the Autism Communication Team (ACT), Behaviour Support Team (BST) or a specialist service (for students with a hearing or visual need) or other outside agencies such as the Education Psychology Service (EPS).

What will happen?

At this point, your child will usually be placed on the SEND register at what is called 'SEN Support'

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- You will usually receive reports from the involved professionals. These may be written or given as verbal feedback face to face.
- You and your child will be included in the school's termly review cycle where you will be invited to discuss any concerns with the Class Teacher, SENCO, and any other relevant professionals who are able to attend.
- Your child will also have an SEND support plan which identifies their strengths and needs and where outcomes are clearly set down and targets set.
- This will be reviewed termly.

Stage 3 (EHCP)

If your child is still struggling in school and is not making progress and school has made all reasonable adjustments, the SENCO will discuss a request for more specialist support and advice. This type of support is available for children whose

learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school.

For your child this would mean

The school (or you) can request that Local Authority Services begin to put in place an EHCP after consultation with all involved. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the ‘Panel of Professionals’ (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child’s needs are severe, complex and lifelong. If this is the case, they will write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. However, this does not replace ‘first quality teaching’.

We have a variety of intervention programmes to help us support children within our school depending on their need.

All parents/carers of pupils with identified SEND will usually have a termly review with the SENCo, Class Teacher and any involved agencies. This helps to evaluate

any intervention that has occurred and plan for the future. These meetings are usually held in school time but there is some flexibility to meet with the needs of parents/carers.

Parents/carers Consultation Meetings are held for all pupils in the autumn and spring terms. Class teachers should create and share a child's SEN support plan with them. We also work closely with the Carers of Looked After Children and work closely with the relevant Local Authority in managing their provision and care. The Headteacher (Mrs Headleand) is also the lead contact for Looked After Children (LAC).

Managing Pupils Needs on the SEN Register.

This section outlines the process of supporting pupils on the SEN register.

Pupils with identified SEND will have a SEN support plan. This has replaced what was known as an IEP (Individual Education Plan) and is done in collaboration with the pupil, parents/carers and SENCo to identify the best ways to support the child and to set realistic targets and aspirations. It will also record any particular needs or strategies that are effective in helping them; for example using a writing slope, a pencil grip or a coloured reading overlay. This helps to share information about the child as they progress through school. This is reviewed termly (as detailed above) at the review meeting.

In addition to this, class teachers meet termly with the Senior Leadership Team (SLT) to discuss progress of all pupils; to evaluate the success of any interventions that have taken place and to plan for the new term. These are called 'pupil progress meetings'. The school will create a provision map which is updated on a termly basis. This information will also be recorded on the school's tracking system.

For pupils whose provision is not already set out in a statement or EHCP, the level and type of provision given to pupils with SEND is decided by the Headteacher and SENCO. Decisions on appropriate provision are based on the needs of the pupils. Where additional funding is required, the school will apply to the LEA through the appropriate channels. The school's current exceptional needs funding comes entirely from the additional hours awarded to pupils with Statements and EHCPs.

Criteria for Exiting the SEND register.

A child's needs are constantly changing and we hope that many difficulties can be overcome by appropriate support and intervention. Where the pupil, parents and school feel that sufficient progress has been made, and that there is no longer a need for any additional and different provision, pupils will leave the SEND register and move to the schools Inclusion register.

Pupils may move on and off the SEND or Inclusion registers if parents, carers, teachers and the pupil are in agreement. Any movement will be carefully monitored by the SENCo and the SLT using the school's own tracking systems.

Supporting Children and Families

At Bramley Sunnyside Junior School we pride ourselves on working closely with families to make the best possible provision for all pupils, especially any additional and different provision required for pupils with SEND. For a concise guide to the school's SEND provision and support for children and families, you can see the SEND information Report at: www.bsjs.co.uk

In Rotherham, there are a vast range of services to support children and families. Details of the 'Local Offer' can be found here:

<http://www.rotherhamsendlocaloffer.org> and independent support for parents can be found at <http://www.rpcf.co.uk/public/rotherham336.html.nc>

Our school has a regular parent group which meet called 'Parents as Partners' to assist and inform parents about the best ways to support their children. (See the school website for more information).

Transition Arrangements:

For pupils arriving at our school in Y3, we work closely with the Infant school to make sure the transition is as smooth as possible. If needed, we provide additional visits, time to get to know the class teacher and teaching assistants and making transition books and photo-stories. The SENCo is usually invited to attend the reviews of pupils with SEND in the summer term of Y2. If you feel your child needs 'enhanced transition' from Y2 to Y3; please speak to the Infant school to make the necessary arrangements.

If pupils join us from other settings, any information is usually shared with us and we will consult with parents/carers about any SEND provision required.

There is a comprehensive 'enhanced transition' package for pupils who require it arranged with Wickersley School and Sports College (WSSC). Many pupils access four additional transition sessions which begin in the November before the pupils begin Secondary School. In addition to this, representatives from WSSC are invited to attend the SEND reviews for pupils in Y6 and the Annual Reviews for pupils with a Statement or EHCP in Y5 and Y6. The SENCO, Learning Mentor and class teachers all meet with representatives from WSSC and share any relevant information.

We also work closely with any other schools our pupils may move to, including Swinton Comprehensive and any other Primary or Secondary settings.

Access to Examinations:

If pupils have specific needs that are addressed as part of normal, the following are some of the adjustments that may be made for pupils who need them in the KS2 assessments:

Additional Time / Use of a scribe / Full or partial transcription / Use of a word processor / Use of Physical Apparatus / Rest Breaks / Prompters / Readers / Enlarged versions of the test materials / Braille

Pupils who require some of these modifications may not necessarily be on the SEND register.

Supporting Children with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school visits 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 or disabilities (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Conditions such as asthma, diabetes and MCAD are already supported in our school. To view our full policy on supporting pupils with medical conditions, visit the school website www.bsjs.co.uk

Monitoring and Evaluation of SEND

The quality of provision for pupils with SEND is carefully monitored as part of the school's monitoring and evaluation schedule for all pupils. This includes: formal observations, drop-ins, work sampling, pupil conversations, learning walks and pupil progress meetings. In addition to this the SENCo is able to monitor progress and evaluate provision with class teachers, parent, carers and pupils as part of the termly review schedule.

Provision as a whole is evaluated in much the same way as provision for the pupils in our school, following the 'Assess – Plan – Do – Review' model in the Code of Practice.

We are continuously looking for ways to improve practice and are currently exploring different ways of taking views from a wider range of parents.

Training and Resources

As part of the monitoring and review cycle for SEND pupils and for the School as a whole, any areas for development are identified. This includes identifying any training needs that arise from the needs of the pupils in the school. See the School CPD policy for further details.

Staff induction includes an explanation of the systems and structures in place around the school's SEND provision and practice and how we tailor this to the needs of pupils. Where specific information about a pupil or pupils is needed, this is also shared in the induction meeting with a member of the school's SLT.

The SENCO regularly attends the SENCO network meetings hosted by the LA and keeps up to date with local and national developments around SEND. Other relevant meetings including local conferences with parent partnerships and health services are also attended.

Roles and Responsibilities

In addition to the roles above; additional responsibilities are given to members of staff in regard to specific pupils. Some pupils have named 'Key Workers' at different times of the day. These are shown on individual timetables or on the whole school timetable. All teaching assistants may be asked to work with pupils with SEND, providing this is appropriate for the child/children involved.

Other key positions in school include:

Responsibility for Safeguarding: Mrs H Headleand (Headteacher)

Responsibility for meeting Pupil's Medical Needs: Mrs H Headleand (Headteacher)

Responsibility for managing PPG and LAC funding: Mrs H Headleand (Headteacher) and Mrs H Pearce (School Business Manager)

Inclusion and Pastoral Support Mentor: Mrs G Ashton

Line Manager for TAs and SMSAs: Mrs G Ashton

Storing and Managing Information

The school stores many different forms of information about pupils and families. These will include: letters or emails from parents and carers; records of contact and advice (written or otherwise) from other involved professionals; attainment and progress details; SEND support plans; historic SEND documents and transition information from previous schools. This data is kept securely and any information or communication that is deemed as confidential or private is kept in a locked cabinet and will only be accessed if needed to assist in making the best provision for the child / Children involved.

Most records regarding SEND needs and provision are passed to the relevant Secondary school when pupils leave Y6 and to the receiving school if pupils leave before the end of KS2.

Any paper copies, personal or confidential information is shredded before disposal. Some records may be kept for up to 2 years after pupils have left our school.

Information that is stored electronically is stored in SIMS or on the computers used by the SENCO and Headteacher. These are password protected.

The school follows the Statutory requirements of the 1998 Data Protection Act and the 2000 Freedom of Information Act.

Reviewing the Policy

This policy is reviewed annually by the SENCO and SLT.

The next Scheduled review is February 2017

Accessibility

The school has a comprehensive accessibility policy available at www.bsjs.co.uk

Pupils with SEND are involved in all activities in our school. All clubs and activities are open to any pupil who wishes to take part. There are occasionally restrictions on the numbers of pupils who are able to join certain clubs, but a child's SEND is not a factor that would affect their chances of participating. Any SEND requirements are shared with the teachers or external providers for all clubs and we have been able to include pupils in all clubs, activities and visits including swimming and residential visits.

If required, individual risk assessment are completed and shared with those leading visits or activities. Pupils with physical or other disabilities have their own evacuation plan. Should any additional needs arise such as alterations of written information or translation of documents; the school will be more than happy to make provision for this.

The school has an 'open door' policy in the morning. Parents and carers are welcome to contact key members of staff at this time. However, should the need arise for a longer meeting, an appointment will be made for a mutually convenient time. The school is happy to make arrangements for families who have restrictive work patterns.

Dealing with Complaints

If an issue arises that a parent, carer, pupil or member of staff is unhappy with, they should speak with the SENCO, Headteacher or other member of the SLT.

In the unlikely event that a complaint is made, a copy of the school's complaints procedure is available from the school office.

Bullying

The school has a zero tolerance approach to bullying; more information is available in the school's Behaviour and anti-bullying policy www.bsjs.co.uk

A range of lessons and events are specifically given around bullying. This includes defining 'bullying' and making pupils aware of the different forms it can take, including 'cyber-bullying' using mobile phones and social media platforms.

The school works hard to develop an inclusive ethos and this includes participating in events such as 'Autism Awareness Day'. Peer education around specific special needs is also given to appropriate classes so they can be supportive and understanding about the needs of others.

Additional Sources of Information

As mentioned above, the school website www.bsjs.co.uk is the first place to find specific information about the school. If you cannot find what you are looking for, then please contact us on:

Email: bramley-sunnyside.junior@rotherham.gov.uk

Phone: 01709 542231

The Local Offer: <http://www.rotherhamsendlocaloffer.org>

The Government guide to SEND for Parents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/344424/Special_educational_needs_and_disabilites_guide_for_parents_and_carers.pdf