

# SEND policy

George Romney Junior School



**Approved by:**

SMSC  
Committee

**Date:** January 2022

**Signed:**

Marilyn Marshall

**Last reviewed on:**

16.01.22

**Next review due by:**

January 2025

## *Our School Vision*

*George Romney is a safe and happy place to learn.*

*Our children are nurtured as individuals with different abilities and talents which are celebrated and developed.*

*Our stimulating and reflective curriculum inspires children to ask questions and develop positive attitudes to learning, both now and for the future.*

## **Ofsted Comment December 2019**

**Pupils enjoy learning. They feel safe. They know that adults will deal with any problems that they have. Bullying is dealt with effectively by staff. Pupils are supported well. This is particularly true for pupils with special educational needs and/or disabilities (SEND).**

### **Aims:**

- To ensure a consistent approach to identification and provision for children with special educational needs.
- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of, gender, religion or belief or additional need. (See also our Equality Scheme)
- To ensure early identification of special educational needs
- To provide equal access to an enjoyable, enriched and differentiated curriculum.
- To remove any barriers to learning.
- To continue to develop staff understanding of different special educational needs.
- To establish good home school communication and to involve pupils and parents, wherever possible, in planning, target setting and reviewing progress.
- To promote every child's understanding of themselves as a learner and to develop their self-esteem and recognise and value their own contribution to their learning.

### **Legislation and Guidance**

This policy is based on the guidance of the 2014 Code of Practice for Special Educational Needs and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Education Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- The Education Act 1996 and the SEN disability Act 2001.

## Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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

Special education provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## Roles and Responsibilities

Provision for SEN is the responsibility of all members of staff. The Special Educational Needs Co-ordinator, (SENCo), Jo Dorsett, ([jodorsett@grjs.cumbria.sch.uk](mailto:jodorsett@grjs.cumbria.sch.uk)) has overall responsibility together with the Headteacher, David Reddy ([head@grjs.cumbria.sch.uk](mailto:head@grjs.cumbria.sch.uk)) for ensuring that school meets its statutory obligations and for the day to day operation of the SEND policy.

These responsibilities include:

- To oversee the day-to-day operation of the school's SEN policy
- To advise on the graduated approach to providing SEN support
- To co-ordinate the provision for pupils with SEN
- To organise the annual reviews of children with EHC Plans.
- To maintain the SEN register and oversee the records of all pupils with SEN
- To liaise with parents/carers of SEN children
- To liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- To provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- To contribute to CPD training of staff
- To maintain and make effective use of supporting paperwork
- To monitor/evaluate and review progress of SEN children using Pupil Plan reviews/PPM meetings.

- To liaise with previous and next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- To work with the headteacher and governing board to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Differentiating the curriculum appropriately - using Pupil Plan targets to ensure small steps of progress are being made.
- The initial identification of any concerns with parents, and contact with the SENCo regarding concerns
- Reviewing, writing and maintaining Pupil Plans
- Organising termly meetings with parents and pupils to review and plan
- Liaising with the SENCo, parents and any specialists
- Contributing to annual reviews where an EHCP is in place
- Working closely with TA's or specialist support staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
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The SEND Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

The named governor for SEND is Marilyn Marshall. The governors ensure all teachers are fully aware of their responsibilities towards pupils with special educational needs. They consult the LEA and other schools, when appropriate.

## **Inclusion**

At George Romney Junior School we work hard to ensure that every member of our school community feels safe and feels included in every aspect of school life. We are an inclusive school and seek every opportunity to involve pupils and celebrate talents and individual achievements across all areas of school life.

We believe that everyone has the right to a broad, balanced and ambitious curriculum which will provide them with the knowledge and skills they will need in later life; encouraging them to widen their horizons and their understanding of life beyond their locality. We also

believe that every child has the right to access learning alongside their peers without having their opportunities limited.

With this in mind at George Romney we aim to:

set suitable and challenging learning opportunities;

respond to and support individuals learning needs;

seek to remove barriers to learning for individuals and groups of learners.

For us Inclusion means making sure that basic human rights are in place for all at our school and that all pupils are provided with equal opportunities. Children with special educational needs are mainly taught in class with their peers and are withdrawn for short periods of 1:1 work when and where appropriate.

- We ensure our decisions are informed by the insights of parents and children
- Have high ambitions and set stretching targets for all children
- We track progress towards these goals
- Keep under review the additional or different provision that is made for children
- Promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

This policy helps to ensure that teaching arrangements are fully inclusive.

## **SEN information report**

### **The Kinds of SEN that are provided for:**

Our school currently provides additional and/or different provision for a range of needs including:

- Communication and interaction, for example, autistic spectrum condition (ASC). Asperger's syndrome, speech and language difficulties
- Cognition and Learning, for example dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, processing difficulties, epilepsy
- Moderate/severe/learning difficulties

### **Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry and discuss this with their previous school. Class teachers will make regular assessments of progress for all pupils and identify those who have the following:

- 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.
- Fails to close the attainment gap between themselves and their peers
- Widens the attainment gap.

## **PARTNERSHIP WITH PARENTS/CARERS AND FAMILIES**

We believe that it is vitally important to develop positive relationships between school and parents/carers and understand that this is the best way to support children and ensure they make the best possible progress. School have an open door policy and ensure that families who have a child on the SEN register are met with on a termly basis to set targets and review progress.

This may also include social needs.

Slow progress and low attainment may not necessarily mean a pupil is recorded as having Special Educational Needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strengths and difficulties
- We take into account parents views and concerns
- Everyone agrees the outcomes sought
- Everyone is clear on the next steps.

### **Assessing and reviewing progress towards outcomes**

We will follow the graduated approach and the four part cycle of assess, plan, do, review. School staff will work together to:

- Offer interventions that are different from or additional to those provided as part of the school's usual working practices.
- Analyse children's needs through gathering of evidence, consideration of prior attainment and progress and their response to high quality teaching targeted at their area of weakness
- In consultation with children and parents create an individual Pupil Plan which will identify clear outcomes.

- Review pupil plans termly to enable a judgement to be made about its effectiveness. All review outcomes will be recorded. Parents, and pupils, where appropriate, will be invited to take part in the review and target-setting process.
- All staff are offered professional development opportunities.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on progress.

### **Supporting pupils moving between phases**

We will share information with the school or other setting the pupil is moving to. Additional support will be offered to pupils to enable them to make a smooth transition to their next school and additional visits will be arranged as well as preparation work done within school.

### **Our approach to teaching pupils with SEN**

All teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

Fast Lane readers

Targeted readers

CLICKER 8 word processing programme

Black Sheep Narrative Programme

Reading Intervention

Talk About Pictures

IDL SLD Programme

Precision Teaching

Letters and Sounds

Smart Moves

Speed Up

Catch Up Maths programme

Life Boat

Small group phonic support

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are being met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example by grouping, 1:1 support, teaching style, content of lesson, scaffolding and modelling etc.
- Adapting resources and staffing
- Using recommended aids such as laptops, Clicker, overlays, visual timetables, etc
- Differentiating out teaching, for example giving longer processing time, pre-teaching key vocabulary, reading instructions, pairing pupils etc.

### **Additional Support for Learning**

We have a number of TAs and HLTAs who are trained to deliver interventions such as Catch Up Maths, Reading Intervention, Precision Teaching, SCARF PHSE Curriculum, ASC Training Level 1 & 2, Maths Recovery, Paediatric First Aid, Counselling, SERIS

Teaching Assistants will support pupils on a 1:1 basis when delivering Catch Up, Reading Intervention Fast Lane Reading and Precision Teaching.

Teaching Assistants will support pupils in small groups during maths and literacy lessons, when teaching phonics.

## **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Using Pupil Progress meetings to review progress
- Holding annual reviews for pupils with EHC plans

## **Enabling pupils with SEN to engage in activities available to those in school without SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our breakfast club and after school club.

All pupils are encouraged to go on our residential trips to Lakeside, Manchester and Winmarleigh Hall and additional arrangements are put in place to support SEN pupils.

All pupils are encouraged to take part in sports days, school plays and enrichment days.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **Admission Arrangements**

The Governing Body has agreed with the LA admissions criteria, which does not discriminate against students with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice.

The school's accessibility plan can also be accessed from school office.

Parents are encouraged to visit school and meet with the Headteacher or SENCO.

## **Working with other agencies**

Where a teacher or parent may express concerns about a child's progress. The child will be closely monitored to determine whether a specialist intervention programme may be required to meet a specific need.

These may include:

- School Nursing Services
- Educational Psychologist
- Specialist Teachers (Autism, Speech and Language, Behaviour Support, etc)
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists (speech and language, occupational therapists, physiotherapists)
- Family Action/Barnardo's/My Time
- Dalton Children's Centre

## **Questions**

Queries about SEN provision should initially be made to the pupils' class teacher. They will then be referred to the school's complaints policy.

The parents with disabilities have the right to make disability claims to the first tiered SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary services

## **The local authority local offer**

Our contribution to the local offer can be found on the school website or from the school office.

Our local authority's local offer is published on their website.

## **Links with other policies and documents**

This policy links to the following documents

- Accessibility Plan
- Behaviour Policy
- Equality Policy

