

STANLEY PARK JUNIOR SCHOOL



Special Educational Needs and Disabilities (SEND) Policy

Vision Statement

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school"

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy outlines the framework for Stanley Park Junior School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities. At SPJS we have a whole school approach to supporting children with SEN and disabilities.

Stanley Park Junior School therefore intends to work with Cognus (formerly The London Borough of Sutton) and within the following principles, which underpin this policy:

- Sutton's vision and SEND Charter
- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Sendco Cluster group support meetings
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of children and young people with SEN.
- Greater choice and control for young people and parents over their support.
- Successful preparation for adulthood, including independent living and employment.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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 Educational 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

: This policy also complies with our funding agreement and articles of association.

This policy will have due regard to legislation, including, but not limited to:

- Health and Social Care Act 2012.

- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Sutton's Graduated Response
https://www.sutton.gov.uk/downloads/download/1014/sutton_schools_graduated_response_-_alternatives_to_exclusion

3. 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 or health need 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 educational 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is will:

- Be a qualified teacher and attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school and provide reports on SEN provision for Governors.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- 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
- Advise on the graduated approach to providing SEN support (Plan Assess Do Review)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- Liaise with the parents of pupils with SEN.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers and other agencies, including SEN charities
- Inform the child's parents that SEN provision is being made, where the child does not have an EHC plan.

4.2 The SEN governor

The SEN 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

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Co-operate with local authorities during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.

- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Stanley Park Junior School will, once a potential SEN has been identified, employ the **graduated approach** to meeting the pupil's needs, including:
 - i. Establishing a clear **assessment** of the pupil's needs.
 - ii. **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
 - iii. **Implementing** the interventions, with support of the SENCO.
 - iv. **Reviewing** the effectiveness of the interventions and making any necessary revisions.
- Set high expectations for every pupil
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- Ensuring they follow this SEN policy

5. SEN information report

5.1 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 disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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.

5.3 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 strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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 the pupil's progress, both at SEN review meetings with Senco and at Pupil Progress meetings with SLT.

5.5 Supporting pupils moving between phases and preparing for adulthood

Transition arrangements are agreed with infant school and secondary schools for pupils changing phase. We will share information with the school, college, or other setting the pupil is moving to. Sencos will meet to discuss pupils' transferring and their needs. Pupils will be supported with internal or external transition passports and time with learning coaches to ensure positive transition. High school pupils have an induction day at their schools, with the option at some schools for more anxious pupils to attend further transition activities. Transition arrangements between Year 2 and 3 work all year, including attending assemblies of Year 3 pupils and spending time in their new classes at the end of the Summer term. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the 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.

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, methods of recording (eg mind-maps) etc.
- Considering sensory implications for pupils who battle with aspects of this - lighting, noise (ear defenders), tactile issues - eg fiddle aid or discreet chew aid as recommended by sensory websites (not Amazon).

5.8 Additional support for learning

The interventions can be implemented through SEN Support where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not impacted by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has sensory needs that benefit from the use of a tactile fidget aid whilst the teacher is teaching to facilitate good attention. (see Appendix 1)

- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

SEN Support involving external Support Services

The relevant teacher or SENCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised support programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

We work with the following agencies to provide support for pupils with SEN:

Cognus SEN team, caseworker (EHCP)The Autism Service, Adapt to Learn for ASD, Speech and Language Communication Needs, Paving the Way Early Intervention team, Sutton Children First Contact Service, Targeted Early Help Intervention, Hearing or Visual Impairment services, Educational Psychologists Services, School Nurse, Young Carers, Play Therapists.

5.9 Expertise and training of staff

Our SENCO has several years' teaching experience and has the NASEN qualification.

Three days are allocated a week to manage SEN provision.

We have a team of teaching assistants, including three higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. They have been trained to support in Language Gap, Regulation Zones, Language for Thinking, Mind-mapping techniques, pre-teaching vocabulary, Elsa provision, Precision teaching, Learning coach techniques, assessing reading skills and phonics, brain gym, dyscalculia, mental health, peer tutoring and basic maths skills including TTRockstars and Snapmaths. Several have completed autism and dyslexia training as well.

5.10 Securing equipment and facilities

School will attempt to secure equipment and facilities as is covered by the notational budget for pupil needs.

5.11 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 after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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

All pupils are encouraged to go on our residential trip to or the School-based Activity package.

All pupils are encouraged to take part in class performances, sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Stanley Park Junior School will ensure it meets its duties under the Schools Admissions Code of Practice by:

- i. Not refusing admission for a child that has named the school in their EHC plan should SPJS be able to accommodate their needs.
- ii. Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- iii. Considering applications from parents of children who have SEN but do not have an EHC plan.
- iv. Not refusing admission for a child who has SEN but does not have an EHC plan because the school does not feel able to cater for those needs.
- v. Not refusing admission for a child on the grounds that they do not have an EHC plan.

The school will endeavor to accommodate needs of disabled pupils within the physical accommodation of the school. (no lifts)

Toilet facilities are available for disabled pupils.

5.13 Support for improving emotional and social development

The Sendco works with other members of SLT and the PSHCE co-ordinator to ensure positive well-being and good mental health for our pupils. The Sendco liaises with Year Leaders, teachers, and the HLTA(Inclusion) to ensure appropriate pastoral care and support is in place.

We provide support for pupils to improve their emotional and social development in the following ways:

- PSHCE lessons in class
- Pupils are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Mini Mentors and Peer tutoring to promote teamwork/building friendships etc.
- Learning Coaches are in place for SEN pupils and any deemed vulnerable by school staff.
- Team mates - 10 places for pupils in Y6 through Palace Foundation for Life
- SPJS has ring-fenced ELSA hours for each year group and a supernumerary ELSA to facilitate sudden needs (eg bereavement, ASD issues etc)

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

- Stanley Park Junior School will co-operate generally with the local authority and local partners in the development and review of the local offer.
- Other agencies include Cognus SEN team, caseworker (EHCP)The Autism Service, Adapt to Learn for ASD, Speech and Language Communication Needs, Paving the Way Early Intervention team, SCFCS, Targeted Early Help Intervention, Hearing or Visual Impairment services, Educational Psychologists Services, School Nurse, Young Carers, Palace for Life Foundation (Team Mates).
- Stanley Park Junior School will, in consultation with the pupil's parents, request an Educational Health Care Needs Assessment (EHCNA) of SEN where the pupil's needs cannot be met through the resources normally available within the school.
- The school will meet its duty to respond to any request for information relating to an EHCNA, to the local authority, within 6 weeks of receipt.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, in a Next Steps meeting with LA, school and parents regarding how the pupil's outcomes can be met through the school's existing provision.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SENCO/Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier 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 aids and services

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Confidentiality

Stanley Park Junior School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.

- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- To the headteacher or Sendco (or equivalent position) of the institution at which the pupil is intending to start higher education to enable continuity of provision.

7. Links with other policies and documents

This policy links to our policies on:

- Teaching and Learning Policy
- Disability Policy
- Assessment, Recording and Reporting
- Safe-guarding and Child Protection Policy
- Curriculum Policy
- Equality and Diversity Policy
- Behaviour Policy
- Anti-Bullying Policy
- E-Safety Policy
- Medical Needs Policy
- All other curriculum policies
- Data Protection Policy & Data Breach Log

Appendix 1:

Fidget Aid in school:

A fidget aid is a **SMALL**, discreet object that **keeps your hands busy so you can pay attention to the teacher**. **If your attention is on the fidget aid, it is not doing its job of helping you focus on the lesson.**

You can hold it in your hand, feel it, move it and play with it **whilst you are looking at the teacher**.

It may be a **learning aid** for pupils who **struggle to pay attention** in class.

It is good to use a fidget aid when you **keep touching things**.

Possibilities: Theraputty; pencil topper; one-sided Velcro under the desk.

There are IMPORTANT rules when using a fidget aid.

You should **NOT** need to **LOOK** at the fidget aid; **EYES need to be on the teacher**.

It is **personal** to you and **NOT** there to **distract** other pupils.

It **must** stay in your hands or on your desk whilst you are **listening**; **once you start your task, you need to focus on that**.

It is **NOT** a toy; **cannot make a noise as that will distract other pupils' learning as will anything flashy and bright**.

Should a child have a diagnosis/ be awaiting referral for a diagnosis that requires a chew fidget, it should be discreet and as hygienic as possible. Regular washing at home will be required. Suggestions are to stick to sensory sites to find appropriate resources. Examples as follows:

www.exploreoursenses.co.uk/sensory - education/chewies

Ark's chewable krypto pencil topper £8.50

Ark's brick stick chewable pencil topper £8.95

Sensachew chewable dogtags 'firm' £19.95

www.specialneedstoys.com/uk/tactile/chew

Dog tag chew toy £13.75

Chewear bangle £10.79

Sutton's Vision and SEND Charter

Our Vision Statement

We are collectively ambitious for our children and young people. Together we want to provide them with the best chances to achieve their best outcomes in life, whatever their starting point, and to prepare them effectively for adulthood

Our SEND Charter

The Sutton Charter provides a framework for shared values and attitudes across the local area. The charter has been consulted upon with schools, services, parents/carers and representative parent/carer organisations. The Charter will be used as one of the benchmarks to measure the success of the local SEND offer, gathering feedback against the areas shown below and reporting this to the relevant overseeing bodies.

Our SEND Charter Principles are that we

Welcome and Care

Value and Include

Communicate

Work in Partnership

developing and nurturing each of these to build

Trust

Sutton's SEND Charter Principles explained

Welcome and Care

We will welcome the child or young person and show that we care by:

- Providing a happy and secure environment
- Celebrating strengths and achievements
- Preparing for transition points and supporting successful transfer to new settings
- Acknowledging and respecting how both families and professionals contribute to the progress of the child

Value and Include

We will all work together to support the child or young person to make the most of their educational experiences by:

- Having a 'Can do' and pro-active approach, pre-empting difficulties
- Identifying needs early, agreeing how we can help, working with partners
- Being creative and flexible so we respond in the best way to individual needs and changing circumstances
- Problem-solving any difficulties even when it means uncomfortable conversations
- Making well-considered decisions, valuing the input of families and professionals

Communicate

We will communicate openly, clearly and honestly by:

- Making time to listen calmly and respectfully to others' views, acknowledging their input
- Responding promptly to queries, explaining answers clearly
- Following up and reviewing regularly, using past information shared to inform discussions
- Making sure professional partners explain needs clearly and simply, and say what they will do to make things better
- Providing all the information needed in good time, in a form that can be readily understood
- Using positive and constructive language, being sensitive to the stresses for families and professionals

Work in Partnership

We will work in partnership across families and professionals to help us all be ambitious for our children and young people by:

- Sharing good practice at home and in education
- Encouraging training and support networks to flourish
- Preparing well in advance for adult life and the transition from childhood
- Using feedback and contributions from all parties to improve what we do
- Acknowledging that mistakes sometimes happen and putting things right when they do - and learning from them so they don't happen again
- Encouraging active participation in developing what we can offer to our local community
- Treating each other with respect