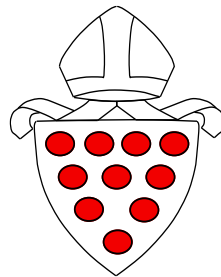


Jesson's Church of England Primary School's Special Educational Needs and Disability (SEND) Policy 2023- 2024



Key people relating to this policy

Head Teacher:

Mrs S. Lea

SENCo:

Mrs A. Smith (National Award for SEN Co-ordination)

Miss V. Czerepaninec (Acting SENCo)

Governor with SEND responsibility:

Mrs H. Worrall

Mission statement

At Jesson's we recognise that every child is an individual with particular educational needs and abilities. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all our children, whatever their needs or abilities. Our educational aims for children with special educational needs and or disabilities are the same as those for all children in school. Special educational needs may be experienced by an individual either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the needs of individual pupils.

1. Our aims

- To ensure that all pupils have access to a broad and balanced education.
- To ensure that the needs of all pupils are met.
- To raise the aspirations and expectations of all pupils with SEND.
- To ensure that all pupils are fully included in all the activities of the school.
- To provide equal opportunities for all.

2. Our objectives

Jesson's Church of England Primary School will achieve these aims by;

- Following the guidance provided in the Special Educational Needs and Disability Code of Practice (2015).
- Identifying the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, teachers, health and care services or early years settings prior to the child's entry into the school.
- Monitoring the progress of all pupils to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Making appropriate provision to overcome all barriers to learning and ensure that pupils with SEND have full access to the National Curriculum. This will be carefully monitored and reviewed to ensure that pupils' needs are catered for.
- To work with parents to gain a better understanding of their children and involve them in all stages of their child's education.
- Working with outside agencies when the pupils' needs cannot be met by the school alone.
- Creating a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions. Pupil participation is also encouraged in wider school opportunities.

3. Identifying Special Educational Needs

At Jesson's we adopt the definition of SEND as stated in the Special Educational Needs Code of Practice: 0-25 Guidance (2015).

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (DfE, 2015, p. 94).

'Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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' (DfE, 2015, p. 95).

Pupils with SEND may have needs in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health difficulties
- Sensory and/or Physical needs

Within school, pupils with SEND are identified on the school's SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the SEND register when their needs no longer require special educational provision.

There are other factors which impact upon progress and attainment and care must be taken to ensure that these children are not incorrectly labelled as SEND. These factors include:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language
- Receiving free school meals
- Being a Child in Care

Many children and young people who have SEND may also have a disability under the Equality Act 2010 if they have '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' (Equality Act, 2010). This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition. The SEND Code of Practice outlines that schools must make 'reasonable adjustments' as part of the Equality Act, 2010 (DfE, 2015, p. 93).

4. A Graduated Approach to SEND Support

Quality First Teaching

At Jesson's all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of our pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

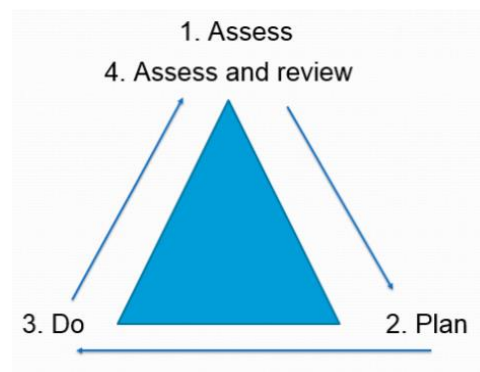
Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and ensure high quality teaching.

SEND Support

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. These children need educational provision that is additional to or different from that available generally for other children.

Where it is determined that a pupil has SEND, parents will be formally advised of this, and they will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and to remove barriers to learning. The support provided consists of a four- part cycle:

- Assess • Plan • Do • Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those strategies and interventions which are effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs to ensure that the right support is given. Class teachers' assessments, their experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents should all be considered.

This information should be reviewed regularly so that the support provided continues to meet the pupil's needs. Sometimes advice or a further assessment may be needed from external agencies.

Plan

Planning will involve consultations between the teacher, the SENCo, parents and external agencies if necessary, in order to agree the adjustments, interventions and support that are required.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of the child's individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The school will put the planned support into place. The teacher remains responsible for the pupil, even where there may be one to one or group interventions in addition to normal classroom practice.

However, the SENCo and any support staff or specialist teachers should work closely to track pupil progress and check that the support is effective.

Review

The support that each pupil receives should be regularly reviewed. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (EHCP)

If a pupil requires significant levels of support, it may be necessary to undergo a statutory assessment process and apply for an EHCP. An EHCP is a legal document which sets out a description of the pupil's needs and what needs to be done to meet those needs by education, health and social care.

Generally, only a very small number of pupils with very complex needs who require a very high level of support will be issued with an EHCP from the Local Authority.

An EHCP assessment is a legally defined procedure that involves getting advice from a range of sources including:

- Parents
- Teachers
- The SENCo
- Social Care
- Health professionals

A report will be sent to the local authority, and they will decide if the pupil's needs are severe, and complex enough to require an EHCP. The Local Authority will follow a twenty-week process when making this decision. If this is the case, the school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, and the pupil. The annual review enables provision for the pupil to be evaluated, and where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

5. Managing pupils needs on the SEND register

Children who are identified as having a special educational need will be placed on the SEND register, in consultation with parents. Support will also be recorded on a provision map detailing pupils' need, barriers to learning and the support provided.

If it is felt that some pupils are making progress which is sustainable, then they may be removed from the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be considered, as well as those of any other professionals involved. If it is agreed by all to take the pupil off the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The class teacher will then continue to monitor the pupil as part of the schools' monitoring procedures. If it is felt that the pupil requires additional assistance, then they may be added back onto the SEN register once the graduated approach has been implemented.

Liaising with external agencies

External support services play an important part in helping the school identify, assess, and make provision for pupils with SEND. Services which we may draw upon include:

- Learning Support Service (LSS)
- Speech & Language Service
- Sycamore Outreach to support pupils with social, emotional and mental health difficulties
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Autism Outreach
- Educational Psychology Service
- Integrated Early Years service (IEYs)
- Visual Impairment Service (VI)
- Hearing Impairment Service (HI)
- Child and Adolescent Mental Health Service (CAMHs)
- Physiotherapy
- Occupational Therapy

Referrals to these services will be made by the school SENCo or health professionals after gaining consent from parents/carers.

6. Supporting families

The school aims to work in partnership with parents and carers and do so by:

- Encouraging parents and carers to inform school of any difficulties that their child may be experiencing
- Keeping parents and carers informed
- Supporting parents during assessment
- Involving parents in decision making
- Providing all information in an accessible format

Other sources of support for parents include;

Dudley's SEND Local Offer:

<https://www.dudley.gov.uk/localoffer>

Dudley's Local Offer has been created for parents and carers of children and young people with disabilities or Special Educational Needs. It contains lots of information about specialist services in and around the Dudley Borough.

Parents and carers can also contact Dudley's Special Educational Needs and Disability Information, Advice and Support Service (**SENDIASS**) for free confidential advice and support. They can be contacted on 01384 817373.

7. Supporting pupils

Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. They will be encouraged, where appropriate to participate in decision-making processes and contribute to the assessment of their needs, their review and transitions.

Transition

Arrangements are put in place to ensure the smooth transition of pupils with Special Educational Needs:

- Prior to starting school, we hold transition meetings with staff from local pre-schools. Parent and carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. Reception teachers also visit families at home or the children at their pre-schools before the children start school. The children can also attend several transition visits which helps them to get to know their new teacher and class. The SENCo and the Early Years team also work closely with Health Visitors and other professionals to support children with SEND who are admitted to our Nursery and Reception classes.
- Successful transitions between each academic year are achieved through meetings with the current and receiving class teacher. During these meetings information regarding individual pupils is discussed and relevant paperwork is shared.
- When pupils transfer between primary schools, records are received from previous schools and passed to class teachers and the SENCo, where appropriate. If there has been a level of SEND intervention at the previous school, then the SENCo will make themselves known to the parents of that child. If there is a significant level of concern regarding a child, then an informal discussion will take place between the SENCo at the two schools.
- Transition from Year 6 into Year 7 takes the form of a formal meeting between the Year 6 Phase leader, the SENCo and the Inclusions Team from each of the receiving high schools. During these meetings, pupil information is discussed and any documents such as external reports are shared.

8. Supporting pupils at school with medical conditions

Jesson's Church of England Primary School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils 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 pupils may also have SEN and may have an EHCP.

Jesson's Church of England Primary School aims to ensure that pupils with medical conditions receive appropriate care and support at school. The school's policy for managing the medical conditions of pupils has been developed in line with the Department for Education's guidance released in December 2015.

9. Monitoring and evaluating SEND

Progress is the crucial factor in determining the need for additional support. Pupil progress is monitored on a termly basis in line with the SEND Code of Practice using assessment data and feedback from teachers. Where pupils are identified as not making progress despite the use of Quality First Teaching a discussion will take place between the SENCo and class teacher and a plan of action agreed.

10. Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCo attends relevant SEND courses, including Dudley's SEND network meetings, to keep up to date with Local and National changes.

We recognise the need to train all our staff on SEND issues and we have funding available to support their professional development. The SENCo, along with the senior leadership team, ensures that training opportunities are matched to school development priorities.

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual pupils.

11. Roles and responsibilities

The board of Governors, in consultation with the Head Teacher, have a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. Jesson's School Governor with SEND responsibility is Mrs H. Worrall.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Special Educational Needs and Disability Code of Practice (2015).
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The **Head Teacher** is responsible for;

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Allocating and monitoring appropriate resources for SEN in conjunction with the SENCo.
- Allocating roles and responsibilities to staff so that special needs are met.
- Reporting to Governors on the needs of the children with SEND

The **SENCo** is responsible for;

- Overseeing the day-to-day operation of the school's SEND policy.
- Maintaining the school's SEND register and records.
- Overseeing the provision for pupils with special educational needs.
- Listening to colleagues who have concerns about pupils.
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils and advising on appropriate resources to use with pupils who have SEND.
- Providing training opportunities for staff regarding SEND.
- Ensuring all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND.
- Monitoring teaching and learning activities to meet the needs of pupils with SEND.
- Assisting in the monitoring and evaluation of the progress of pupils with SEND using existing school assessment information.
- Maintaining and further developing existing systems for identifying, assessing, and reviewing SEND.
- Updating the Senior Leadership Team and Governing Body on the effectiveness of provision for pupils with additional learning needs and SEND.
- Identifying resources needed to meet the needs of pupils with SEND and advising the Senior Leadership Team of priorities for expenditure.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with the SENCo in receiving schools and/or other primary schools to ensure a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing high quality teaching for all children.
- Retaining responsibility for the children in their class.
- Identifying any pupils who are falling significantly behind the expected academic achievement.
- Planning and teaching differentiated programmes of work for children with SEND using a variety of appropriate resources and taking account of different learning styles.
- Regularly reviewing the impact of these adjustments, interventions, and support.
- Informing and assisting additional support staff working with children with SEND.
- Ensuring pupil's full participation in learning, and in physical and practical activities.
- Closely monitoring and maintaining records of pupils who have been identified as possibly having SEND to gauge their level of learning and possible difficulties.
- Consulting and informing parents about the provision available for their child in the classroom and within the school.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.

Teaching assistants are responsible for:

- Making themselves fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Following the school's procedure for feeding back to teachers about pupils' progress.
- Working closely with the SENCo and class teachers to support children with SEND.

12. Reviewing the Policy

This policy will be reviewed on an annual basis.

13. Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made for them to speak to the Headteacher or SENCo, who will discuss any issues and make every effort to resolve the problem.

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0-25 2015. Please follow the link below for access to this statutory code.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Policy Adopted by Governing Body: 20.09.23