

**Ludlow Junior School**

**SEND policy**

**February 24**

**Review February 25**



Our Community Academy



Ludlow Academy Points System

Rewards and Incentives



Concept

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## 1. Aims

Our SEN/SEND policy and information report aims to:

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

Inclusion at Ludlow Junior School:

At Ludlow Junior School, we aim to be a highly inclusive community where all children receive a high quality education, where individuals are valued and respected, and where individual needs are met. For that to happen, some children require different types and levels of support at different times. We aim for teaching and learning to be personalised to meet children's learning needs.

We aim to ensure all children make progress to narrow attainment gaps but recognize that children make progress at different rates and we focus on individual progress as the measure of success. Children's entitlement to the highest quality education and full access to a balanced and broadly based curriculum remains unaltered by any need for additional support.

Through our inclusive practice, we aim to:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To ensure the identification of all pupils requiring SEN provision as early as possible
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.

To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 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.

### 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 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 SENDCO

The SENDCO is Mrs G Hotston.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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
- 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

#### 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

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

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- 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
- 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
- Moderate/severe/profound and multiple learning difficulties

#### 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 included on a Pupil Passport.

### 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.

### 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When a child with SEND needs joins Ludlow Junior School, or changes to a different school, the SENCO will ensure information is shared between schools. The Senco, and other school leaders work closely with feeder and receiver schools to ensure smooth transitions between school key stages.

#### 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, including adaptive teaching strategies different tasks, teaching groupings, teaching inputs and level of support in class. There may interventions out of class, including:

- speech and language
- reading
- spelling
- maths interventions
- social and communication skills = Talkabout, Lego therapy alternate play provision
- support for sensory and physical needs, including
- learning mentoring
- well-being support

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

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

- using adaptive strategies and differentiating our curriculum to ensure all pupils are able to access it, for example, by scaffolding, grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as technology, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### 5.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as social skills, rapid reading, sensory circuits and others depending on need.

Teaching assistants will support pupils on a 1:1 basis when a pupil has needs requiring and EHCP where this is stated.

Teaching assistants will support pupils in small groups when appropriate in class and in withdrawal groups, currently only within s class grouping within a bubble.

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

- Educational Psychology
- Speech and language
- Hearing and visually impaired specialist teacher
- Southampton Inclusion Partnership Outreach
- Occupational Therapy and Physiotherapy Therapy
- School Nursing
- Referrals' to other agencies as appropriate such as CAMHS and The Mental Health for Schools Team

#### 5.9 Expertise and training of staff

Our SENCO has 29 years teaching experience and has been Senco at Ludlow Junior School for 34 years.

The SENCO leads the SEN provision in the school as part of Deputy Head responsibilities.

We have team teaching assistants who are trained to deliver SEN provision.

In the last academic year, staff have trained in supporting children with Autistic Spectrum condition, supporting behavioural needs, sensory integration and sensory circuits, phonics and spelling, social and communication skills, attention and listening support, using concrete resources in maths, modelling maths concept and calculation methods, SEND and Mental Health and Lego Therapy.

We use specialist staff for well-being and learning mentor support

#### 5.10 Securing equipment and facilities

If children need access to specialist facilities, such as physiotherapy or occupational therapy resources, the Senco will work with other agencies to seek further advice.

#### 5.11 Evaluating the effectiveness of SEN provision

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

- Evaluating provision within and beyond classrooms as part of whole school review termly.
- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions after 8 week or a term, depending on the intervention.
- 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 with alternative provision if needed based on risk assessment.

All pupils are encouraged to take part in special school events such as sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. • Adaptions are made within what is possible to ensure access arrangements for the admission of children with disabilities. Ramps and disabled toilets have been installed to improve accessibility. The classroom environments are evaluated for sensory impact by SENCO, class teachers and specialists when appropriate. Adaptions to the site are made to further support the needs or pupils to remain safe in the school environment.

- Ludlow Junior School's Accessibility Plan is available on the school website

#### 5.13 Support for improving emotional and social development

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

- All children, including those with SEND needs are encouraged to take on roles of responsibility such as school council, playground pals, site squad many of which are led by the learning mentor team.
- Pupils with SEN are also encouraged to be part of Fun Club and Ramp@break and RAMP@lunch club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

#### 5.14 Working with other agencies

The SENCO, and Well-being teams liaise with a range of other agencies to support the needs of pupils in school. This includes:

- School nursing to monitor medical health care plans, deliver medical training and to support other medical needs such as referrals to sleep, diet and continence clinics.
- School nursing teams to deliver the national immunisation program
- Educational Psychology for specialist advice
- CAMHS for referrals for mental health support
- The SEND team at the Local Authority for EHCP applications and annual review
- SIP outreach for specialist support for learning and behavioural needs
- Social services for supporting family needs
- SENDIASS, for supporting families of pupils with SEND needs

#### 5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance, or helped by team leaders, SENCO and/or Senior Leadership. 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

#### 5.16 Contact details of support services for parents of pupils with SEN

Links to other support services are available within the SEND report section on the school website.

#### 5.17 Contact details for raising concerns

Parents should raise any concerns via: [info@ludlowjunior.org.uk](mailto:info@ludlowjunior.org.uk) where it will be directed appropriately.

#### 5.18 The local authority local offer

Our contribution to the local offer published in the SEND report section on the school website:

<https://www.ludlowjunior.org.uk/local-offer>

Our local authority's local offer is published here:

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

## 6. Monitoring arrangements

This policy and information report will be reviewed by Mrs G Hotston every year. It will also be updated if any changes to the information are made during the year and the governing board will approve it.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Anti-Bullying Policy
- Supporting pupils with medical conditions